

Bulletin
of
The American Association
of
University Professors



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TWENTY-SEVENTH ANNUAL MEETING

The Twenty-seventh Annual Meeting of the American Association of University Professors, held in Chicago, Illinois, at the Stevens Hotel on December 30 and 31, 1940, was attended by 202 registered members from 120 different colleges and universities and by a number of visitors at each of the sessions.

At the opening of the first session on Monday afternoon, December 30, Professor Frederick S. Deibler, President of the Association, introduced the Very Reverend Michael J. O'Connell, President of De Paul University, who extended a welcome to the members and visitors in attendance. At this session, Professor Ernest V. Hollis, of The City College, New York, presented for the Commission on Teacher Education of the American Council on Education an informal report on the Commission's study of college and university teaching. His statement was followed by an informal open forum which brought forth many questions. At the conclusion of the discussion, arrangements were made for a special luncheon conference to be held the following day for those persons particularly interested in continuing the discussion of the subject with Professor Hollis.

The principal committees reporting to the Annual Meeting were Committee O on Organization and Policy by the Chairman, Professor W. W. Cook of Northwestern University; Committee A on Academic Freedom and Tenure by the Chairman, Professor W. T. Laprade of Duke University; and Committee T on Place and Function of Faculties in College and University Government by the Chairman, Professor Paul W. Ward of Syracuse University.

The amendments to the Constitution and By-Laws presented in the report of Committee O on Organization and Policy and several minor By-Law changes proposed from the floor were adopted. These several amendments were designed to correct inconsistencies, to clarify obscurities, and to further the democratization of the Association's procedures. The Constitution and By-Laws as amended are published elsewhere in this issue.

On recommendation of Committee A on Academic Freedom and Tenure and the Council, the Annual Meeting voted to place the administration of Central Washington College of Education at Ellensburg, Washington, on the Association's list of Censured Administrations. Speaking for Committee A and the Council concerning the other academic freedom and tenure investigations during the year, the General Secretary said that, in view of all the factors in these situations, it was the consensus of these two bodies not to recommend placing the administrations concerned on the censured list. The matter of withholding formal censure of the other administrations, particularly that of Simpson College, became the subject of a spirited and thoroughgoing discussion. In the course of this discussion, the General Secretary pointed out that a published report itself, the findings of which indicate a departure from good academic practice, constitutes a definite censure. The placing of an administration on the censured list should, therefore, in accordance with the Association's practice, be reserved for those situations that are so unsatisfactory as regards the Association's principles as to be without any present apparent hope. In this connection, he also pointed out that, in accordance with the Association's practice, all the situations investigated during the year would continue to be closely observed.

Most of the last session of the meeting, on the afternoon of December 31, was taken up with the annual report of Committee T and the symposium on college and university government which followed. Participating in this symposium were Dr. A. D. Henderson, President of Antioch College, who spoke on the subject "Faculty Participation in the Government of Antioch College," and Professor William A. Oldfather, of the University of Illinois, whose subject was "The Executive Committee System at the University of Illinois."

The annual dinner was held on the evening of December 30. The program consisted of two addresses, "Academic Freedom and World Politics," by Professor Quincy Wright of the University of Chicago, and "The Professor Administrant," by Dr. Ernest H. Wilkins, President of Oberlin College. Preceding these two addresses, Professor Deibler, the toastmaster, introduced the Chairman of the Committee on Local Arrangements, Professor

F. Roger Dunn of the Central YMCA College, who extended an informal greeting for the committee.

The election of Council members was held at the close of the first session on the afternoon of December 30. The following ten new members were elected: Professors William A. Brownell, Duke University; Jewell Hughes Bushey, Hunter College; Charlotte D'Evelyn, Mount Holyoke College; Charles L. Jamison, University of Michigan; John A. Kinneman, Illinois State Normal University; Ethel Sabin-Smith, Mills College; Stanley S. Swartley, Allegheny College; John A. Vieg, Iowa State College; Paul W. Ward, Syracuse University; and E. J. Workman, University of New Mexico.

At the session of the Council preceding the Annual Meeting, several issues involving Association principles which seemed to require clarification or amplification were referred to the Committee on Resolutions consisting of Professors George H. Boas, of the Johns Hopkins University, Chairman; Francis R. Aumann, of the Ohio State University; William M. Hepburn, of the University of Alabama; Roy F. Nichols, of the University of Pennsylvania; John Q. Stewart, of Princeton University; and Laura White, of the University of Wyoming. At the last session of the Annual Meeting, the following statements of principles and policy concerning Academic Freedom in Time of Crisis, Totalitarian Suppression of Academic Freedom, the Hatch Act, and Refugee Teachers, and a Resolution of Appreciation of the Work of the Committee on Local Arrangements were presented by the Committee on Resolutions and adopted without dissent:

Academic Freedom in Time of Crisis

The American Association of University Professors at its 1940 Annual Meeting, recognizing the existence in times of national crisis of threats to academic freedom and tenure and to freedom of speech and of the press, reaffirms its traditional policy of seeking to uphold these essential liberties which have always been among the ultimate objectives of our national life, alike in peace and war. It calls upon its members never to relax their efforts to seek the truth and to impart it to their students, however strong the pressure for an armistice in the war against ignorance.

Totalitarian Suppression of Academic Freedom

The American Association of University Profesors at its 1940 Annual Meeting, in accordance with its frequently expressed philosophy of academic freedom and tenure, reaffirms the resolutions adopted at its Annual Meetings of 1938 and 1939 expressing its abhorrence for the actions of those governments which impede by racial, religious, and political persecution the discovery and dissemination of truth. The Association sends to teachers and scholars in all lands which are suffering from the tragedies of persecution and war its deepest sympathy.

The Hatch Act

The American Association of University Professors at its 1940 Annual Meeting, wishing to support and perpetuate generally recognized principles of academic freedom and tenure, reiterates its conviction that teachers and other scholars everywhere constitute, and should be recognized as members of, an independent profession whose principal function is to search for and disseminate the truth. In that conviction they insist that, although they may in many instances be paid by a state or by the Federal Government, they are not employees of the government in the usual sense. As professional scholars and as educated citizens their search for the truth and efforts to express it should not be hampered by laws designed to eliminate improper political pressure from elections. Therefore, this Association expresses its concern lest generally recognized principles of academic freedom and tenure be violated by enforcement of the Act of Congress known as the Hatch Act, and urges Congress to modify the phrasing of this Act in order to make it certain that college and university professors in the United States are not to be deprived of the rights that they have always enjoyed to write and speak freely on political subjects and to engage in political activity within the limits of accepted academic tradition.

Refugee Teachers

It has been brought to the attention of the American Association of University Professors that there are at present more than 4000 refugee scholars in the United States; that some of them

have been willing to accept positions in colleges and universities at salaries far below those paid to American scholars of equal ability; and that Administrations have in some cases exploited their need and at the same time caused a serious injustice to young Americans whose need for employment is at least as great. It has, moreover, been alleged that some administrators have been hasty in appointing refugee scholars without a careful preliminary examination of their credentials.

In view of the seriousness of this situation, it is the belief of the American Association of University Professors that the study of the problem of the refugee scholar in America is properly the work of a special committee of the Association.

Committee on Local Arrangements

Be It Resolved: that the American Association of University Professors at its 1940 Annual Meeting express its gratitude to the Committee on Local Arrangements which has acted as host to the Annual Meeting of the Association. The work of this Committee, composed of Professors F. Roger Dunn, Central YMCA College, Chairman; William F. Edgerton, University of Chicago; H. C. Havighurst, Northwestern University; Harold W. Holt, University of Illinois; Julius Kuhinka, Loyola University; and Edwin J. Kunst, Central YMCA College, has made this Annual Meeting memorable by its warm hospitality and thoughtful service.

The General Secretary presented his annual report on the morning of December 31. In this report, he spoke informally and in part off the record concerning the state of the Association.

Elsewhere in this issue of the *Bulletin*, there are published the addresses by the Very Reverend Michael J. O'Connell, Dr. Ernest H. Wilkins, and Professor Quincy Wright, and the annual report of Committee A on Academic Freedom and Tenure. In the April issue, there will be published the report of Committee T on Place and Function of Faculties in College and University Government, the papers presented in the symposium on college and university government, the report on Preparation of College and University Teachers by Professor Hollis, and parts of the General Secretary's report. In the April issue there will also be published the official records of the Annual Meeting and of the Council meeting held in connection with the Annual Meeting.

ADDRESS OF WELCOME¹

By The Very Rev. MICHAEL J. O'CONNELL
De Paul University

Officially I am here to bid you welcome to Chicago in the name of good old Father Dearborn, the four Universities of this region, and some four million people who are part of this metropolis. I know that I express the wish of my colleagues, the Presidents of the other Universities, when I say that I wish you a most successful meeting and a happy sojourn in the City of Chicago during these days of your sessions here and any other days that you may care to spend with us.

I say that "officially" that is my task, but "personally" I still wonder why I am here before you. I assure you that it is not for lack of warning, for your esteemed Secretary, in his letter of invitation, put in one cold, calculated phrase—"We shall publish your remarks later in our *Bulletin*." It gives me something of the same sort of feeling that those characters in detective fiction must have had when the proverbial constable tapped them on the shoulder with the words, "I warn you that anything you say may be used against you!" It is not because of any policy of appeasement which is so much favored these days; it is not because of any idea that I may have of the tremendous importance of any message that I might give you, because of recent years I have come to agree more or less wholeheartedly with the description I once heard a Dean from Yale give of the intellectual ranking of "the University Hierarchy." He described the Dean as a man "who didn't know quite enough to be a university professor, but one who knew altogether too much to be a university president." Having gone through, according to this description, the various degrees of degradation, I have come to believe that there was a whole lot more of sense to what he said than its superficial smartness would seem to indicate. I stand before you as one of those

¹ Delivered at the opening session of the Annual Meeting of the Association in Chicago, Illinois, December 30, 1940.

chumps who failed to realize when he was well off, and who discarded the very minor worries of the classroom for the continual responsibilities to alumni, student-body, faculty, banks, general public, and university administration; and all of them, mind you, without the increased emolument that is the salve to most of my colleagues who have taken the same step. So, in your deliberations during this and other sessions of the American Association of University Professors, I plead for myself, and for that vast body of college and university presidents, sympathy and understanding rather than a cold-hearted judgment of one who stands as an antagonist to the body which you represent.

Speaking to you, then, as a former professor to his fellows, may I bring up for your consideration a thought that has been in the back of my mind for these past several months.

We whose lives are given over to education are fully aware of the parlous conditions of the times. In many lands we have seen blasted and destroyed the very foundations of the things we have given our lives to build. We have been dismayed at the harrowing spectacle of ruthless force crushing to earth the truly human things of the mind and the spirit. The dark shadow of actual war hovers menacingly over us.

But dark as the present picture is, and gloomy as may be the predictions of the prophets of despair, there is a power latent in the character of the American way of life and education that cannot fail to triumph—that leaves no room for a philosophy of defeatism.

One of the most influential molders of American public opinion, Walter Lippman, recently wrote, "The decay of decency in the modern age, the rebellion against law and good faith, the treatment of human beings as things, as the mere instruments of power and ambition is, without a doubt, a consequence of the decay of the belief in man as something more than an animal animated by highly conditioned reflexes and chemical reactions. For, unless man is something more than that, he has no rights that anyone is bound to respect, and there are no limitations on his conduct that he is bound to obey.

"This is the forgotten foundation of democracy in the only sense in which democracy is truly valid—and liberty in the only

sense in which it can hope to endure. Those liberties which today we talk about defending were established by men who took their conception of man from the great central religious tradition of the Western world, and the liberties which we inherit cannot survive the abandonment of that tradition."

The core of that tradition was that man is human because he is rational, and that he is inviolable because he partakes of things that always endure. The heirs of that tradition made men free; and how, then, can men continue to be free if they abandon and forget the tradition on which their freedom was founded?

That this tradition has been forgotten or ignored is a fact. Where to place the blame for the sad fruits of that forgetting can never be satisfactorily fixed, and sincere and honest educators have not hesitated to accept what burden of guilt may rest upon them.

The signs all about us, however, are healthy. More and more American liberals have not been afraid to admit the possibility that somewhere or other the twentieth century lost its way, to have failed so miserably of its magnificent promise. Some time ago, Mr. Archibald MacLeish, addressing the American Association for Adult Education on the need for belief in absolutes as a means for stopping the spread of totalitarianism, said, "Unless we regain in this democracy the conviction that there are final things for which democracy will fight, we can leave our planes unbuilt and our battleships on paper—for we shall not need them!"

The very essence of these final things must be found in the nature of man and the nature of liberty and democracy. A people taught their true worth as individuals cannot be a nation of slaves. Perhaps the greatest agency in that instruction can be the American university and, therefore, university professors.

The rekindling of the dynamic force to be found in these absolutes, these "final things," can be carried on—must be carried on—without the sacrifice of the smallest true finding of science. For between science and the nature of man there can be no conflict. Theories and prejudices and long nourished convictions may need be ruthlessly sacrificed. But this is war.

The issue cannot be settled by armies of young fliers, gunners, and seamen going forth to battle, for theirs is not the only field

upon which the issue is joined. The war of the spirit, of the word, is even more important—for on its result hinges a way of life for generation after generation. Cannons and tanks, bombs and battleships may be used to fight an army, but to fight cultural nihilism, to combat the onset of barbarism, there is needed in America another "Revival of Learning"—a revival that reaches to the roots that made these United States; that defines the true nature of man, body and soul, endowed with freedom of action.

What do we desire to preserve? What things are subject to attack? Those things which democracy makes possible for all men: a devotion to truth and learning for their own sake, a love of beauty and its arts, a vision of the good, and through it a firm adherence to justice and morality. In great part the cherishing of these goods is the particular obligation of us teachers. Their survival, to my way of thinking, depends on the action that we as the custodians of the truth take here and now. Without an effort on our part—God knows what the future holds in store for us.

Contributors

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BURGES JOHNSON is Professor of English at Union College. **I. L. KANDEL** is Professor of Education in Teachers College, Columbia University. He has been a member of Committee L on Cooperation with Latin-American Universities since 1933.

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W. T. LAPRADE is Professor of History and Chairman of the Department at Duke University. He has been a member of the Council of the Association and has served for four years as Chairman of Committee A on Academic Freedom and Tenure.

THE VERY REV. MICHAEL J. O'CONNELL is President of De Paul University.

(Continued on page 39)

ACADEMIC FREEDOM AND WORLD POLITICS¹

By QUINCY WRIGHT

The University of Chicago

The two halves of this title may seem somewhat unrelated. Perhaps you expect a disquisition like that of the student who dealt with Chinese philosophy by concocting a mixture of what he found in the encyclopedia on China and on philosophy.

There are, however, relationships between academic freedom and world politics. This Association itself provides one such relationship. It is devoted to academic freedom and, with the recent influx of academic refugees from unhealthy climates, its membership constitutes a sort of microcosm of the world. We are happy to have within our fold colleagues whose interest in truth was greater than their interest in conformity to the whims of the current government. We trust that the politics of our little academic world may avoid the diverse dogmatisms and maintain the tolerance so sadly lacking in the politics of the great world from whose four quarters we have gathered.

There are further relationships between academic freedom and world politics. A neglect of academic freedom and other freedoms which go with it is one cause of the violence of world politics today. Reciprocally the violence of world politics is producing new challenges to academic freedom. Our civilization has become involved in a descending spiral of war in which the ideals of individual freedom, of the unbiased pursuit of truth, and of justice in the handling of world affairs are the first casualties.

It does not require much historical perspective to appreciate the relationship between respect for academic freedom and the temperature of world politics. Academic freedom began to be talked of in modern times in Germany in the relative tranquillity of the

¹ Address presented at the Annual Dinner of the American Association of University Professors in Chicago, Illinois, on December 30, 1940.

period between the War of the Spanish Succession and the Seven Years' War. During this period the influence of the *Pax Britannica* had begun to order the world after the turbulence of the Renaissance and the wars of religion.

In this country Thomas Jefferson emphasized academic freedom in founding the University of Virginia in the tranquil period between the Napoleonic and Civil Wars. Not long after, the controversy which led to the latter war contributed to one of the first cases involving violation of academic freedom in this country. Three professors were dismissed from Western Reserve College in the 1830's for favoring the abolition of slavery.

The post-Civil War period was marked by growing awareness of the functional value of academic freedom and of challenges to its maintenance on issues of religious heresy, organic evolution, and sociological positivism. The outbreak of war in 1914 so increased the threat to academic freedom that this Association was established to defend it. "The University," reads our declaration of 1915, "cannot perform its functions without accepting and enforcing to the fullest extent the principle of academic freedom. Any restriction upon the freedom of the instructor is bound to react injuriously upon the efficiency and the morale of the institution, and therefore ultimately upon the interests of the community." Cases of violation of academic freedom were numerous during the war, increasing after American entry. Their number rapidly declined in the years of peace which followed. During the past few years, as international tensions have risen, your Committee A has found its dockets steadily expanding. One hundred and eight cases were considered during the past year. The results of six full investigations have been published. Seven universities and colleges are on the censured list.

War breeds a spirit of intolerance. The costs of preparedness bring pressure upon academic budgets. The combination of these two conditions is bad for academic freedom. It is natural for academic men to want peace and justice in international politics. International peace and justice are in our day essential conditions not only for the survival of democracy, but also for the progress of scholarship, research, and teaching.

I would like, however, to stress the other direction of the relation-

ship. Academic freedom, in all important countries, is an essential condition for justice and order in world politics.

We probably all recognize that the suppression in the totalitarian states of freedom to teach, to learn, to express, to discuss has something to do with the aggressions by these states which are drawing the world into the maelstrom of general war. A nation whose public opinion is generated from internal sources alone is bound to be somewhat insane. As social contacts are a condition of sanity in the individual, so world contacts are a condition of sanity in the nation. Universities enjoying academic freedom, newspapers enjoying freedom of the press, radios enjoying freedom of discussion are the avenues by which the opinion of the nation may be kept aware of foreign opinions and criticisms and prevented from developing national fantasies into morbid hallucinations.

It is always a temptation for a government to maintain order by catering to the Narcissism of its people and to solve their ambivalences by encouraging them to displace their hatreds and to project their feelings of guilt upon a foreign scapegoat. Governments can augment their authority and preserve internal order by these methods, but only at the expense of morbid, nationo-centrism and occasional wars.

Governments have always manifested a tendency to resort to these methods of diversion when confronted by difficult internal problems and political divisions. Foreign war to cure internal dissension was suggested by Seward in 1861 but vetoed by Lincoln. Austria played the game in 1914 as did Japan in 1931. This tendency can only be avoided by insistence in the constitution, laws, and customs, upon the freedom of individuals to expand their horizons beyond the national frontiers. In our day of electrical communication, if that freedom exists, it will be used. Free men will find the means to discover, to criticize, and to remedy national aberrations. They will not readily become a prey to the combination of fear, confusion, and hatred which leads to aggression.

But what if some nations follow the easy course? It takes only one to precipitate war, and modern war once precipitated tends to spread. If only one great nation becomes affected by the disease of nationo-mania, all nations will be adversely affected, all will

prepare, all will propagandize for national solidarity, and the vicious circle of suppression and infection will spread.

In our interdependent world there must be a universal respect for elementary freedoms. The dogma of international law, which has considered the protection of civil liberties and the development of standards of educational freedom as a domestic question, must be challenged. The suppression of human freedom and its principal root, academic freedom, anywhere is not a domestic issue, but concerns the world as a whole. A satisfactory world order must guarantee these freedoms against impairment by national legislation. Leaders in every country must feel themselves citizens of the world as well as of the nation. World citizenship must be alert to the vindication and development of the standards by which these freedoms are to be tested.

In a varied world, the rising generation, while respecting the traditions of the particular nation, must be able to compare these traditions with alien traditions, and to maintain an attitude of tolerance, until its members have felt their way to standards of higher criticisms—to world standards—applicable both to their own and other nations. In an interdependent world, leaders of opinion must acquire the habit of viewing social, political, and economic problems from a world point of view. These are the requirements of good citizenship in the modern nation and the modern world. Preparation of such leaders and of masses able to follow them imposes a heavy burden on those engaged in the task of elementary and general education. Teachers can scarcely carry this burden unless the sources of education, the investigators and scholars in universities, are free to draw their materials from the world, and are free to formulate their conclusions as reason and insight demand.

The President has emphasized the critical condition of the world and has urged us to become the arsenal of democracy. By maintaining our standards of academic freedom in this country, by laboring to improve these standards, and by urging that respect for them be universalized, we shall make an important contribution toward elevating the level of world politics and evolving a safer and freer world.

THE PROFESSOR ADMINISTRANT¹

By ERNEST H. WILKINS

Oberlin College

I should like to begin by proposing six axioms (an axiom being a statement of an opinion that seems to the proponent so obviously valid that he thinks its validity must be obvious to everyone else!). The first is that the main processes of the college are teaching and learning, and that the main processes of the university are teaching, learning, and research. The second is that the teacher and the student are not merely teacher and student. The teacher is something more than a teaching machine: the teacher is a person, with intensely personal experiences and needs and hopes and desires. The student is something more than a learning machine: the student is a young man or a young woman, living already an eventful life in his or her own right. The third axiom is that a college or university exists not in a vacuum, but as an institutional member of a community. The fourth is that colleges and universities are not ends in themselves, but means to the maintenance and development of the well-being of that society by which they were created and are sustained. The fifth is that the essential function of colleges and universities is to educate students so that they may play their parts as well as possible in that human society in which they are to be mature participants. The sixth is that, while teachers and students constitute nearly all the personnel of a college or university, the existence of a small group of administrative officers and administrative assistants is necessary, primarily to facilitate the maintenance of excellence in teaching, learning, and research.

II

If teaching, learning, and research are the central processes of a college or university, then it is obviously much to be desired that

¹ Address delivered at the Annual Dinner of the American Association of University Professors, Chicago, Illinois, December 30, 1940.

the main administrative officers should understand the essential character, the purposes, and the problems of teaching, learning, and research. This means, in practical terms, that presidents and deans should usually be men or women who have had the experience of professorship—though it is undoubtedly for the good of the profession that there should be some few who come in by other routes. Deans are almost always professors drafted for the deanship; and the presidents chosen in the last decade have in most cases had professorial experience. Deans and presidents are now, typically, professors administrant.

What happens when a professor becomes a professor administrant? What happens to him, and what happens to his colleagues with respect to their attitudes and feelings in regard to him?

I submit that to the man himself, to the inner man, not very much happens. He is still whatever he was before. If he was sincere before, he will continue to be sincere. If he was friendly before, he will continue to be friendly. If he was scholarly before, he will continue to be scholarly. He has new problems to meet, Heaven knows, but he is the same man. The administrative experience is such that it may bring failure to a man who, as professor, has been successful; but it is not such as to turn a crooked man into a straight one, or to turn a straight man into a crooked one.

I submit also that when a man becomes dean or president the reaction of many of his colleagues is from the start, and continues to be, adverse and suspicious. They seem to think that the man, by virtue of his acceptance of administrative responsibility, has suffered some sinister metamorphosis, has been transmogrified. I do not say that this is the universal or even the prevalent reaction; but I have witnessed it so often, all through my life, in several institutions, and know so certainly of its existence in still other institutions, that I do believe that it constitutes a serious and most unfortunate phenomenon in American educational life.

Unless the professor administrant has previously shown himself to be untrustworthy, or unless in his new office he becomes demonstrably untrustworthy, the assumption that as administrant he is *ipso facto* untrustworthy is illogical, unintelligent, unfair, and injurious. It is illogical because, as I have said, it is normal

and desirable that professors should become professors administrant. It is unintelligent because, typically at least, it does not rest on the kind of evidence and the kind of deduction that are used in most professorial procedures, but is rather the acceptance of a misleading stereotype. You will perhaps remember the time when "the professor" appeared very frequently in the comic papers in a particular form and guise that never had much relation to the truth. I do not think that the stereotype that seems to prevail in many professorial minds about their colleagues when they become professors administrant has much more basis in fact than the comic stereotype of "the professor." It is unfair to the man in question, unless he clearly deserves it—and that I believe to be very rarely the case. It is obviously injurious to the man himself; and it is injurious to the whole institution, and to the professors themselves, in so far as it creates a general atmosphere of distrust. I am not talking about criticism. Straight criticism is perfectly in order. Any man worth his salt will take it and profit by it. I am talking about uncritical, adverse reactions toward administrators as such.

III

Such reactions take various forms. One is a belittling of the administrative task. I remember very well that when I took the deanship of the Colleges at the University of Chicago one of my closest friends said to me, "Why, anybody can be a dean!" That just simply is not so. I don't know by what standard you could fairly measure difficulty; but I should say that in terms of the expenditure of all that you have to give, a deanship is about five times as hard, as exhausting, as draining, as life-taking, as a professorship (and I worked hard as a professor); and that a presidency is about three times as hard as a deanship.

Another form that the adverse reaction takes is the insinuation or the outright statement that the administrator is seeking personal aggrandizement. There is often an element of what may be called ambition in those who take administrative office; but I think that the ambition is typically of this nature: the man feels that there is something in him that isn't being used, wants to be

used, and just won't let him rest until it is used. That, I believe, is almost all there is, in most cases, to the question of administrative ambition. There is no real joy in wearing special costumes or standing in central positions or having to go through doors first. The conduct of a Commencement ceremony is a very thrilling thing; but I think the thrills are mainly conveyed from the students, many of them personally known, for whom the Commencement experience is so climactic.

It is sometimes felt that the administrator necessarily disregards educational values. I haven't any objective evidence of such disregard. It seems to me that the administrative experience almost inevitably tends the other way, and that an administrator who instead of working within a departmental field works in a whole college field must broaden his sense of values. Three or four years ago, soon after the opening of college in September, we had a luncheon for our graduate students. The student beside whom I sat did not happen to know who I was, and asked me what department I belonged to. I introduced myself, and then said that I belonged to the Departments of Physics, Chemistry, Astronomy, Geology, Botany, Zoölogy, Psychology, Sociology, Economics, Political Science, History, Education, Physical Education, English, German, French, Italian, Spanish, Classics, Mathematics, Fine Arts, Music, Philosophy, and Religion. Any dean or president who is really on the job does belong to all departments.

The most insidious form of the adverse reaction is the assumption and the assertion that the professor administrant is insincere—that his ulterior motives are other than his stated motives, that he does not mean what he says, even that he cannot be trusted to keep his word. Now I would not claim for a moment that deanship or presidency serves in itself to immunize a man from insincerity, but I would and do deny absolutely that they necessarily infect a man with insincerity. The assumption and assertion of insincerity ought not to be made except upon the basis of incontrovertible evidence specific to the individual case. I have known perhaps a hundred deans and college presidents well enough to feel able to appraise them with some certainty. If I were to grade them with reference to efficiency, there are a good many for whom

my grade would be less than A; but if I were to grade them with reference to sincerity, there are only three to whom I should be disposed to give a grade of less than A—and in no one of the three cases would I be sure that the giving of such a grade was just.

IV

I shall not attempt a complete listing of the causes of the reaction of which I have been speaking; but this at least is obvious: that it must result in part from failure to understand the essential character, the purposes, and the problems of educational administration. There is nothing very surprising about that failure. But its results are so serious that it does seem to me that professors who are not administrant should make an honest and continued effort to understand the special task of those other professors who are administrant. By the same token, it may be the duty of the professor administrant, once in a while at least, to set forth, for his non-administrant colleagues, something of the nature of his special work.

So I should like to talk for a few minutes about the administrative task. For the sake of brevity I shall talk about the president's task rather than about the dean's. The two tasks have much in common: the dean's has some features which belong to it alone; the president's has many features not included in that of the dean.

Broadly speaking, the president's task falls into two parts: the first is the direct support of teaching, learning, and research; the second is everything else—and that means very much else. But the direct support of teaching, learning, and research is the president's first responsibility. The professor serves students, as being future participants in the activities of society: the professor administrant is in truth *servus servorum*.

The complex nature of the president's job may be suggested by a list of the groups of people with reference to whom he has constantly to think and act. There are ten such groups: (1) members of the faculty, (2) the rest of the staff, (3) students, (4) trustees, (5) alumni, (6) parents of students, (7) townspeople, (8) donors—actual or potential, (9) members of various committees,

conferences, or other organizations external to the college, and (10) the general public. This list is not exhaustive, but these are the main groups of people with reference to whom the president has to think and act all the time.

With many officers or assistants within the college the president has to have frequent conferences: with his assistant (if he has one), with the deans, with the secretary of the institution, with the treasurer, with the investment executive (if it is a privately endowed college), with the director of admissions, the director of the placement bureau, the college physician, the head(s) of the department(s) of physical education, the librarian, the director(s) of the museum(s), the superintendent of buildings and grounds, the superintendent of construction, and the heads of the main student organizations and publications. He has not only to have conferences with these people: he has to be able to understand what they say, and to respond intelligibly—and that means the learning of several vocational languages (some of them quite difficult for a mere linguist!).

V

In order to set forth the same range of experiences in a somewhat different way, I should like—if I may do so without being accused of plagiarism or of partisanship—to run through the typical course of “my day.” First comes the reading of the morning mail; then the organization of the day’s work, and the giving of the necessary directions; then the dictation of whatever letters, memoranda, reports and other documents may be ready to dictate; then two stated conferences, one with the Assistant to the President and one with the Dean of the College of Arts and Sciences; then faculty and other interviews for the rest of the morning (*interviews de rebus omnibus et quibusdam aliis*); then presiding at the noon Assembly; then luncheon, frequently entertaining a visiting lecturer or other guest of the College; then a student hour, which I would not miss—students coming singly or in groups, with or without special business, often with real problems of the utmost difficulty; then miscellaneous interviews; then the reading of what has been typed and the signing of letters;

and then a committee meeting or a faculty meeting. Various minor jobs have to be sandwiched in between interviews. The evening may be spent at home, with some time for reading and thinking and writing; it may be spent in entertaining guests at home or in being entertained elsewhere; it may be spent at a concert, or a reception,¹ or in giving or listening to a lecture or other address. And so to bed—not always to sleep well.

That is a president's day when he is at his college—but he is very often away on a variety of college errands, such as seeking gifts, interviewing candidates for positions, attending meetings and all sorts of conferences, speaking—even addressing dinner meetings of the American Association of University Professors. I am so fortunate as to be able to be at home perhaps nine days out of ten. One former president of my acquaintance spent less than one-third of his time at his college.

VI

Among the matters which make most demands on administrative time and thought and energy are new appointments, reappointments, promotions, advances in salary (all of which things should be handled with elected faculty committee cooperation), the making of the budget (which again should be handled with faculty cooperation, though the final responsibility for the completion of the long and difficult process is inevitably presidential), questions of retirement, pension problems, the initiating or the revising of educational or administrative procedures—which do need frequent overhauling—much work with regard to the physical well-being of the institution, of the plant which is to teaching what the body is to the soul,² and the preparation for trustee

¹ Some day—after I retire—I may write an essay on receptions (which I enjoy). Perhaps I may venture to tell one story now. At large student receptions I always try hard to get and to repeat each student's name. The best technique, if one doesn't get the name from the person who serves as introducer, is to look at the man (if it is a man) with an inquiring smile, and say, with a rising inflection, "Mr. . . ?" That has always brought the name—except once. One night, when there came through the line a girl whose name I did not get, I said, inquiringly, "Miss . . ?" And she replied, "Yes, Miss."

² Most professors non-administrative are anchorites in this respect—except when it comes to the housing of their own departments. It is of course true that too much time and money may be spent on the plant. When I first went to the University of Chicago as professor, I had an office in Cobb Hall. One morning, soon

meetings. That preparation will sometimes take the equivalent of three or four weeks of solid work—and is very comparable to the last intensive rush before a Ph.D. examination. You have to get up an enormous amount of information—most of which you will not be asked about.

It is furthermore much to be desired that the president should keep up some work in his own departmental field—both in teaching and, if possible, in research. The maintenance of these interests will help him with his colleagues, and will be a source of refreshment to him.

He will be called on often to assent or protest, to promote or defeat, to write and to speak in the field of public affairs, even if he has slight previous experience in that field—and he must therefore qualify himself as well as he can, by reading and by discussion, for this phase of his work.

The president's job is a succession of problems—problems which are varied in their specific content, but constant in that they always have a human element. Yet the methods of attack are essentially the same processes—the assembling of data, the analysis of data, and the making of deductions—which the president when non-administrant employed in his own research. Indeed, the problems often become endurable only as they can be objectified and treated as research problems.

VII

Oddly enough—as a professor non-administrant might say—there do not seem to be many ethical problems that are specific to the presidency. A small philosophical club in Oberlin, which in a recent year was reviewing in a series of meetings the ethical problems specific to various vocations, asked me to talk about the ethical problems of the presidency. I considered the invitation very carefully, but I did not give the talk—the reason being that I could distinguish only two ethical problems as specific to the

after my coming, I went to my office to work, but found that I couldn't, because the janitor was busy cleaning it. He was sorry, but said: "Ve must have dis clean for dis afdernoon." I came back in the afdernoon; but the janitor, busy again, said: "Ve must have dis clean for tomorrow morning." When I came back in the morning the janitor, still busy, greeted me with the triumphant announcement: "Ve are now yust von day ahead."

presidency. One is the problem of keeping faith with a donor—and getting others to keep faith with him—even when the objects and conditions of his gift are not in the line of greatest need. The other is the rare but bitterly difficult problem of the termination or non-termination of the service of a teacher whose work (from whatever cause) is unsatisfactory, though not so utterly unsatisfactory as clearly to compel dismissal. What is fair to the students? What is fair to the man? Can the two types of fairness be reconciled? If they cannot, which type of fairness should prevail? Might not this Association do more constructive thinking in this field than it has done as yet?

The president shares of course the ethical problems which are common to all men, notably that of telling the truth when in perplexity. But even here the difficulty lies not so much in the temptation to say that which is untrue—a temptation which I think any president whom I know would instantly dismiss—as in the temptation to remain silent when silence might easily give a wrong impression—and ought not to be allowed to give such an impression.

A besetting problem—not ethical—is that of impartiality. No president who plays favorites can expect confidence. But the cost of establishing confidence in one's impartiality (and for this I see no help) is a certain withdrawal from the free expression of friendliness. I spent twelve years in Oberlin without calling any man by his first name—and then decided that if by that time they did not trust me not to play favorites they never would.

VIII

The task is darkened by plenty of "grief," and by the shadow of danger. The sheer difficulty of many problems constitutes an emotional strain. The sheer lack of time brings a constant disappointment. You cannot begin to read as much as you want and ought to read; you can find very few unbroken hours for continuous thought and writing; you have to make decisions, not infrequently, on the basis of evidence you know to be inadequate. There is sadness in the withdrawal chosen for the sake of impartiality. The making of mistakes is inevitable—and serious mis-

takes do not sleep well in your memory. There is the depressing deferment of financial hope. Student misconduct may be heart-breaking. Fair dealing and the speaking of truth may give known offense, may produce known enmity. There is sorrow in knowledge of the existence of the adverse reaction of which so much has been said above.

There is physical danger. Those who have read a recent number of the *Bulletin* of this Association know that there is danger of physical violence. I could from my own experience confirm the existence of such danger—though the threats I personally have faced have come from outside the college community. But the more common danger is that of exhaustion and breakdown—a danger which overtook me once as dean, and has overtaken me once as president.¹

IX

The presidency has also great satisfactions. They are not external. I have already said my say about aggrandizement. The larger salary does indeed exempt one from anxiety as to the ordinary monthly bills, and does make comfort possible, but the presidents I have known who were forced by circumstances into something like display found that display a source of unhappiness.

The real satisfactions are such as these: the quality of the ideas and of the persons with which and with whom, for the most part, you have to deal; knowing, of your own knowledge, that you have done a good job (on the rare occasions when you have actually done so), or have carried through some real educational or administrative improvement; the receipt of a gift resulting from understanding; the responsiveness of students; the reasoned gratitude of alumni whom you have known as students; a word of appreciation from a man who knows he is equally free to criticize;

¹ During my first hospital experience I was for a time very ill. My office, naturally, was under the strictest orders not to let any business come through to me. One morning the telephone by my bedside rang, and a somewhat raucous woman's voice said: "Is this Dean Wilkins?" I admitted, without enthusiasm, that it was—and then the voice went on: "Well my son went to the University five years ago and he played in the band and now his saxophone is broken and he has to get a new one and they won't give him a discount and I think you ought to do something about it." At that moment my recovery began.

the pleasures of social companionship beneath which one senses something deeper; friendly acquaintance with many men of varied interests outside the college—trustees and others—whom you would not otherwise have met, and come to honor and esteem. If the president is able—and he should make himself able—to carry on a minimum of teaching or of research, he will find a very great satisfaction in the privilege, never before so highly valued, of teaching or carrying on research in his chosen field. The deepest satisfactions are two: closeness of companionship with colleagues administrant who with full understanding and full friendship share heights and depths with you; and the sense that there is nothing within you that is not being used—a satisfaction which may persist in spite of the tempering sense that there ought to be far more within you than there is!

Some of you will be asked to become professors administrant. Possibly this present analysis may help—one way or the other—in the making of your decision. If you do accept, possibly this analysis may help some of your colleagues to put their confidence in you from the start and as long as you warrant it. And may that be always!

ACADEMIC FREEDOM AND TENURE

REPORT OF COMMITTEE A¹

The following statistical tables cover the calendar year 1940, and provide comparisons for the four preceding years:

TABLE I

<i>Cases:</i> *	<i>1936</i>	<i>1937</i>	<i>1938</i>	<i>1939</i>	<i>1940</i>
Pending January 1.....	13	10	35	37	50
Revived from former years.....	4	6	7	7	4
Opened since January 1.....	31	42	52	60	54
	—	—	—	—	—
Total dealt with during year.....	48	58	94	104	108
Closed.....	38	23	57	54	56
	—	—	—	—	—
Pending at end of year.....	10	35	37	50	52

* Each "case" refers to a single controversy. At 15 institutions two or more "cases" were considered. In addition to the 108 cases listed above, Committee A during 1940 dealt with a number of other matters not classified as "cases."

TABLE II

<i>Cases:</i>	<i>1936</i>	<i>1937</i>	<i>1938</i>	<i>1939</i>	<i>1940</i>
Withdrawn.....	7	4	11	3	16
Rejected or requiring no investigation or published notice.....	10	2	10	24	14
Statements published or planned, without visits.....	3	0	0	2	6
Visits of inquiry made or planned.....	9	11	13	15	18
Adjustments made or being sought**.....	19	{ 23 18	43 17	30 30	27 27
Procedure not yet determined**.....		—	—	—	—
Total.....	48	58	94	104	108

** Prior to 1937, cases of this nature were grouped under the one heading, "Otherwise Handled." The change was made to inform the membership of the efforts to secure adjustments.

The above tables indicate that your Committee has now pending a larger number of cases than it has had at the end of any preceding year.

¹ Presented to the Annual Meeting of the Association at Chicago, Illinois, December 31, 1940.

ing year in the history of the Association. This is so despite the fact that more of the cases dealt with in the course of 1940 have been closed than in any previous year save 1938, when 57 were closed in comparison with 56 in the year just past. The number of cases now under consideration is 52 as compared with 50 at the beginning of the year. We have dealt altogether with 108 cases in 1940 as compared with 104 in 1939 and 94 in the previous year.

The growth of the membership of the Association and the extension of its activity in recent years to include institutions of types not hitherto within the range of its consideration explain in part the expansion of the work of the Committee; it does not necessarily follow from these figures, therefore, that conditions in our institutions of higher learning are growing worse instead of better as regards freedom and tenure. In fact, the more widespread awareness of the services which the Association tries to render and the tendency to seek a remedy for unfair treatment can be interpreted as evidence that conditions are growing better and that there is an increased sensitiveness abroad concerning good practices and procedure. Even so, the admission of the members of faculties of junior colleges to membership in the Association has not as yet been reflected in the work of this Committee.

II

Nevertheless, it is apparent that the extent of the activities of your Committee continues to increase. You will recall that three reports based upon visits by committees to as many institutions have appeared in the *Bulletin* since our last Annual Meeting. As many statements have been published based upon facts elicited by correspondence. Other reports are in various stages of revision and will shortly be published. Unfortunately, other investigations are in prospect, several of them probably unnecessary if we could enlist the cooperation of the administrations concerned in giving us the information requested.

Perhaps it is worth while to repeat here what has been said in former reports, namely, that we seek to avoid an investigation by a visiting committee whenever it is possible to do so. We give careful attention according to our best judgment to every com-

plaint brought to us and authorize direct investigations, that is, investigations by visiting committees, only in cases in which we have been unable to secure the facts by correspondence. An investigation by a visiting committee is an expensive procedure involving the funds of the Association and painstaking labor by its officers in addition to the services of members who are good enough to undertake an extremely difficult task, contributing their time, energy, judgment, and discretion. We do not proceed to a published report except in cases in which the evidence indicates that the complainant has not been dealt with in accordance with good academic practice.

Members of the Association seem sometimes to have the impression that investigation by a committee, followed by a published report, is a weapon that ought to be used freely whenever there is a legitimate complaint. This is to misinterpret the circumstances that make the publication of a report based upon investigation an effective procedure. Our only purpose in sending a committee to an institution where there is a complaint is to obtain facts which we have not been able to get otherwise. We try to exercise care that our published reports contain only facts and inferences clearly following therefrom. The report thus reflects unfavorably upon the administration of the institution or the complainant concerned only in so far as the facts stated are at variance with practices generally approved.

If we are able to obtain the pertinent facts without sending a committee, manifestly there is no need to involve the Association in that expense and to impose upon its officers and members additional labor. If, for example, making due allowance for the different points of view, there is substantial agreement between the facts contained in the communications sent by a complainant and in those received from the administrative officers of the institution against whom he complains, it would scarcely seem to be useful to send a committee to investigate. A preferable procedure is to address ourselves, as tactfully as we are able, to the task of suggesting a settlement of the dispute on as fair a basis as may be. If these efforts to facilitate a settlement fail because of the disinclination of the administration to adhere to approved practices or to adopt accepted procedures, our obligation would seem to be to

publish the facts for the information of our members and the interested public.

In the past year, in spite of the reports to come and the investigations in prospect, I am happy to say that our successes have been more numerous than our failures. As a result of our intervention several complainants have been restored to their posts. In one case such a settlement was negotiated by a committee that went to investigate, a tribute in some respects to the administration and the professor concerned as well as to the discrimination and diplomacy of the members of our committee. In a larger number of cases we have helped complainants to arrange terminal appointments or financial compensation. This is not a type of settlement of which we approve as a rule, but when a restoration of good relations between the administration of an institution and a complainant seems to be impracticable such an arrangement ameliorates somewhat for the complainant a serious situation and indicates in the institution a tendency toward justice and fair dealing.

It is clear, therefore, that at any one of several stages in our procedure a case may properly be regarded as closed for the time. There may be an adjustment, such as the restoration of the complainant to his post or a terminal appointment or payment agreed upon between the complainant and the administration concerned. Where such an adjustment is not effected, it may be possible to obtain sufficient information by correspondence either to publish a statement or to decide that nothing is to be gained by further pursuit of the inquiry. If the needed information cannot be obtained by correspondence, we may send a committee to seek other facts to supplement those already in hand and on the basis of all that is known to help in preparing a report for publication. If the published statements in either case reveal conditions that are deemed to be sufficiently flagrant, and there appear to be no bona fide efforts to correct them, the Committee may recommend to the Council and to the Annual Meeting that the administration be censured by formal vote. Once this censure is voted, notice to that effect is published in the *Bulletin* in subsequent issues until by a similar formal process the administration in question is removed from this list. In the past, important considerations in removing an administration from this censured list have included a

change of presidents or an authoritative adoption in good faith by the institution of suitable rules regulating freedom and tenure.

The preoccupation of the reports of your Committee with the shortcomings of the administrations of colleges and universities and members of their faculties makes it desirable that we remind ourselves constantly that its work is pathological. We deal habitually with departures from normal academic behavior. Experience indicates that a majority of the administrations investigated are apt to be more careful to observe good practices after the matter is thus called to their attention, even when they find it inexpedient to afford remedies to the complainants in the cases investigated. And if a large majority of the institutions in which members of the Association work did not as a rule behave in the manner we seek to make prevail, most of our efforts would be vain, and the reports of our investigations would be futile additions to the archives of injustice.

III

As always, the chief burden of the work of your Committee has been borne by the office of the General Secretary. His colleagues bear testimony to his carefulness, his industry, his sound judgment, and his discretion. Since joining the staff, Associate Secretary Hepburn has had a share in conducting the correspondence of the Committee, in drafting letters and reports, and in the interviews with complainants and administrators. This much-needed assistance has facilitated the work of the Committee and, it is to be hoped, has alleviated somewhat the pressure of its activities on the General Secretary, thus enabling him to devote more attention to other phases of the work of the Association.

President Deibler and First Vice-President Stewart have received copies of all the correspondence pertaining to the work of the Committee and have participated in the incidental discussions. For Professor Deibler it was the renewal of an activity in which he had previously engaged as Chairman of the Committee. This earlier experience enabled him the more readily to bear his share of the burden which the increased volume of work now places upon him as President of the Association.

We have had the usual assistance of our legal adviser, Professor Maguire, and have felt free to call upon former presidents of the Association in cases where their knowledge or previous experience seemed to qualify them to render special service. Experience is of incalculable value in acquiring the insight necessary to perceive the implications in the problems with which the Committee habitually deals.

It is to be wished that more often than is possible we could command the repeated assistance of members of investigating committees instead of having to depend upon them for a single service in that capacity as is usually the case. The profession is none the less under obligation to those who respond when invited to act in this capacity, and it would be ungracious not to make the acknowledgment here, since gratitude and the sense of a duty performed is the only reward for a considerable expenditure of time and effort and some risk of misunderstanding.

It is fitting to note here as well the cooperation we have received from the regional accrediting associations, whose actions have in several cases supplemented our efforts materially. We have also continued to work in harmony with the Association of American Colleges, and in the course of the year have participated with its representatives in a conference concerning which we hope that there will be more to report at a later date.

IV

A type of problem brought to our attention during the past year is a curious by-product of the laudable tendency of colleges and universities to make better provision for members of their faculties in their declining years. It would seem to be wholly desirable that institutions of learning promote and even insist upon prudent arrangements for providing funds and regulations insuring the retirement, under suitable circumstances with an appropriate allowance, of faculty members who have reached the end of their active careers. No doubt it is wise that these arrangements provide for retirement at a specified age or ages.

The appearance of state legislation, however, inaugurating a variety of schemes specifying ages of retirement earlier than usual

—one at least as early as fifty-five—offers the temptation to an administration to get rid of members of the faculty with whom there is dissatisfaction not due to age or health. Manifestly, all schemes of retirement, in order to serve the purposes for which they are intended, ought to be administered in good faith and should not be used for the solution of other administrative problems. When a member of a faculty is to be retired, pursuant to practices that differ from those usually applied to the retirement of his colleagues, it would seem to be good policy to inform him in advance of the action contemplated and to afford him a chance to be heard in opposition to the action if he feels that it involves injustice. Moreover, it would scarcely seem to be an appropriate retirement arrangement merely to reduce the teaching load in proportion to the reduction in salary when a member of the faculty reaches the appointed age.

There will probably be few substantial complaints after an arrangement for retirement has been in force for a period of years and members of the faculty concerned have had an opportunity to make plans in anticipation of action that is taken for granted. To repeat, the problems brought to our attention have arisen in the initial stages of such arrangements. Perhaps minor injustices are unavoidable in the beginning of any social change. It is to be hoped, however, that administrative authorities in effecting this adjustment will exercise care to make clear as far in advance as possible the basis for action and the manner in which it will affect those concerned. They should manifest at the same time a willingness to hear the complaints of those who feel themselves to be aggrieved.

V

As was anticipated in the report last year, the war and the attendant troubles in the world have had an impact on the work of Committee A. For example, an address by the president of a distinguished university to its faculty attracted wide and unfavorable notice; in fact, he was himself moved thereby to make a supplementary statement in an effort to counteract the inferences drawn by many from his previous pronouncement. Most of us

are sensible of the real danger that, as a result of the crisis which affects us all, the world may lose for a time the services of free universities of the type in which we work and whose welfare we are organized to promote. Such institutions are tolerated only in communities that enjoy a large measure of political freedom. With this general freedom in danger, scholars and teachers are usually among the first to offer their services in its defense. As citizens, some of them may well become propagandists in support of what seems to them to be a good cause whose success is imperative for the preservation of a tolerable society.

It is quite a different thing for the university itself to seek to become a unit in support of any cause which involves intolerance of difference of opinion among members of its staff. Essentially, a university, as the western world conceives of it, is a community of free scholars. As a university is usually organized in this country, administrative officers, boards of trustees, endowments, allotments from public funds, buildings, and other resources all have the primary purpose of bringing these scholars together, affording them a congenial atmosphere in which to work, providing them with adequate equipment, and thus making sure that society obtains a commensurate return for its expenditure. Since it is the function of these institutions to transmit to succeeding generations the scientific and cultural heritage of the age, enlarged and enriched, it follows that the scholars and teachers entrusted with this obligation need a maximum of freedom for their endeavors. To say these things is but to repeat commonplaces long taken for granted by thoughtful men.

The necessity that the widest possible latitude be permitted within a university for trained scholars to pursue their investigations in an orderly manner, wherever they may lead, makes it imperative to tolerate in an academic community a wide difference of opinion, the exposition and investigation of a variety of hypotheses, and a willingness to examine many points of view that run counter to accepted habits of thought and action. It is unnecessary even in a time of crisis to divest a university of these essential qualities, which enable it to fulfill its mission, merely in order to enlist the services of members of its staff for appropriate public duties. On the other hand, it is perilous to the existence of a university

to utilize its total machinery for the support of any cause whatever except a search for truth.

VI

Amid the troubles of the time in which we live, circumstances easily arise which threaten the unjust termination of careers for which some scholars and teachers have prepared themselves. Our indignation at the decimation of the faculties of time-honored European universities, and at the exile and deprivation of distinguished scholars through no fault reflecting on their scholarship or their personal conduct, ought to make us the more careful to resist the temptation to commit, even in a lesser degree, the sins we condemn in others. Unfortunately, we have had to consider this year complaints indicating that this temptation has not in all cases been resisted.

Many of us of native stock might fail to clear ourselves of an irresponsible charge of sedition or disaffection to the satisfaction of a suspicious board of trustees even though given a year to do so, as was a professor of some years standing in one university. Birth in a country of whose government a majority of the people of the United States are at present critical did not lessen the difficulty in this undertaking. Whether of native or foreign birth, no teacher otherwise satisfactory ought to be placed under the necessity of defending his reputation by a procedure which departs decidedly from the ordinary legal approach as to burden of proof.

Administrative authorities, faced with an allegation that a member of the faculty has been guilty of sedition or similar improper conduct, clearly ought to investigate the allegation in an effort to determine whether or not it has a basis in fact. If the charge should appear to have sufficient substance to make it a just ground for action, an appropriate step would be to present to the teacher concerned the accusations and the evidence, and give him an opportunity to rebut the charge, before placing his appointment in jeopardy. It would seem to be scarcely just for an administration to demand on penalty of dismissal that a teacher clear himself of a charge made by a third party, without preliminary investigation of the charge and without giving him an opportunity for a subsequent bona fide hearing.

In a time of excitement and national danger, suspicions are easily transmuted into assumptions of guilt. Charges of subversive activities threatening to the common welfare should be carefully investigated. All of us, under these circumstances, run the risk of having to explain our actions and ought not to object so long as we are protected by open hearings and fair procedure. Those who have recently acquired citizenship are naturally more likely to be suspected than are natives. Institutions that have accepted the services of émigré scholars and have found them satisfactory over a period of years ought on that account to be the more careful not to condemn them unheard and without ample assurance that they have abused the hospitality of the society in which they have taken refuge.

But persons of foreign birth are not the only citizens of academic communities whose careers are endangered by the feelings aroused in a time of crisis. In one case in the past year a teacher was dismissed with less than a week's notice shortly before the appointed opening of the academic term, apparently with no allegation against him except that he openly protested as a citizen against a measure subsequently enacted into law. There has been no intimation that the complainant in question was unsatisfactory as a teacher of foreign languages, in which capacity his appointment obligated him to serve his institution, or that he had behaved contrary in other respects to the mores of the community in which he lived. He merely sought by direct appeal to a member of Congress to use his influence against a bill then pending, surely a right which any citizen ought to enjoy.

A part of the freedom which we are all anxious to preserve is the right of minorities to be heard and of individuals to protest, provided it is done in an orderly manner and without violence. An essential element in a free government is this right of those who are outnumbered for the moment to seek to win adherents to their views by argument and persuasion. To dismiss a teacher for indulging in this freedom would scarcely seem to be an appropriate way to preserve it.

Responsible members of our profession ought to be even more aware than others of our precious heritage of liberty and of our consequent obligation to tolerate opinions different from our own.

As we are anxious to preserve these rights for the common benefit, we ought as individuals to be careful, in a dangerous situation, not to vent momentary prejudices or individual idiosyncrasies counter to the prevailing mood merely because we have a right to do so, lest we invite action disastrous alike to ourselves and to those who participate in it. But, as an Association, the very peril of the times should keep us on our guard, ever protesting against intolerance and seeking to defend those unjustly accused, lest under the guise of defending freedom we acquiesce in actions that endanger the things we exist to protect.

For the Committee:

W. T. LAPRADE, *Chairman*

(Continued from page 13)

Contributors

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ERNEST H. WILKINS is President of Oberlin College. He became a member of the Association in 1916 when he was a professor at the University of Chicago, and was a member of the Council in 1923-1925. In 1922-1927 he was Chairman of the Committee on Methods of Increasing the Intellectual Interest and Raising the Standards of Undergraduates, and in 1932-1936 he was an advisory member of the Committee on College and University Teaching.

QUINCY WRIGHT is Professor of International Law at the University of Chicago. He has been a member of Committee A on Academic Freedom and Tenure since 1925 and of Committee C on International Relations since 1932. He was president of the chapter in 1938.

ACADEMIC FREEDOM AND TENURE

Statement of Principles, 1940¹

EDITORIAL NOTE: Statement of principles concerning academic freedom and tenure formulated by representatives of the Association of American Colleges and of the American Association of University Professors and agreed upon at a joint conference on November 8, 1940. This statement was endorsed by the Association of American Colleges at its Annual Meeting on January 9, 1941, and is to be presented for endorsement to the Annual Meeting of the American Association of University Professors in December, 1941.

The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to assure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher²

¹ Since 1934 representatives of the American Association of University Professors and of the Association of American Colleges have met in joint conferences to discuss the problems and principles of academic freedom and tenure. At a joint conference in March, 1936 it was agreed that the two Associations should undertake the task of formulating a new statement of principles on academic freedom and tenure which should ultimately replace the 1925 conference statement. Pursuant to this agreement three such joint conferences were held on October 4, 1937, January 22, 1938, and October 17-18, 1938. At the October, 1938 conference a statement of principles was agreed upon. This statement was endorsed by the Annual Meeting of the American Association of University Professors on December 28, 1938, and has subsequently been known as the 1938 statement of principles. The statement with several amendments was endorsed by the Annual Meeting of the Association of American Colleges on January 11, 1940. These amendments by the Association of American Colleges made another joint conference of representatives of the two Associations necessary. Such a conference was held in Washington, D. C., on November 8, 1940. At this conference a consensus was again reached and the 1940 statement agreed upon. The only real difference between the 1940 statement and the 1938 statement is in the length of the probationary periods set forth as representing "acceptable academic practice." The probationary periods agreed upon in the 1940 statement are one year longer than in the 1938 statement. Please note the section of the 1940 statement under the heading "Academic Tenure" (a) (2), and compare with same section in the 1938 statement (*February, 1940 Bulletin*, pp. 49-51).

² The word "teacher" as used in this document is understood to include the investigator who is attached to an academic institution without teaching duties.

or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

Tenure is a means to certain ends; specifically: (1) Freedom of teaching and research and of extra-mural activities, and (2) A sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

Academic Freedom

(a) The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

(b) The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

(c) The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman.

Academic Tenure

(a) After the expiration of a probationary period teachers or investigators should have permanent or continuous tenure, and their services should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies.

In the interpretation of this principle it is understood that the following represents acceptable academic practice:

(1) The precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.

(2) Beginning with appointment to the rank of full-time instructor or a higher rank, the probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education; but subject to the proviso that when, after a term of probationary service of more than three years in one or more institutions, a teacher is called to another institution it may be agreed in writing that his new appointment is for a probationary period of not more than four years, even though thereby the person's total probationary period in the academic profession is extended beyond the normal maximum of seven years. Notice should be given at least one year prior to the expiration of the probationary period, if the teacher is not to be continued in service after the expiration of that period.

(3) During the probationary period a teacher should have the academic freedom that all other members of the faculty have.

(4) Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty committee and the governing board of the institution. In all cases where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges against him and should have the opportunity to be heard in his own defense by all bodies that pass judgment upon his case. He should be permitted to have with him an adviser of his own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. In the

hearing of charges of incompetence the testimony should include that of teachers and other scholars, either from his own or from other institutions. Teachers on continuous appointment who are dismissed for reasons not involving moral turpitude should receive their salaries for at least a year from the date of notification of dismissal whether or not they are continued in their duties at the institution.

(5) Termination of a continuous appointment because of financial exigency should be demonstrably bona fide.

Conference Statement of 1925

EDITORIAL NOTE: Statement of principles concerning academic freedom and tenure agreed upon at a conference of representatives of the American Association of University Women, the American Association of University Professors, the Association of American Colleges, the Association of American Universities, the Association of Governing Boards, the Association of Land-Grant Colleges, the Association of Urban Universities, the National Association of State Universities and the American Council on Education in 1925. This statement was endorsed by the Association of American Colleges in 1925, the American Association of University Professors in 1926, and reaffirmed by the Association of American Colleges in 1935.

Academic Freedom

(a) A university or college may not place any restraint upon the teacher's freedom in investigation, unless restriction upon the amount of time devoted to it becomes necessary in order to prevent undue interference with teaching duties.

(b) A university or college may not impose any limitation upon the teacher's freedom in the exposition of his own subject in the classroom or in addresses and publications outside the college, except in so far as the necessity of adapting instruction to the needs of immature students, or in the case of institutions of a denominational or partisan character, specific stipulations in advance, fully understood and accepted by both parties, limit the scope and character of instruction.

(c) No teacher may claim as his right the privilege of discussing in his classroom controversial topics outside of his own field of

study. The teacher is morally bound not to take advantage of his position by introducing into the classroom provocative discussions of irrelevant subjects not within the field of his study.

(d) A university or college should recognize that the teacher in speaking and writing outside of the institution upon subjects beyond the scope of his own field of study is entitled to precisely the same freedom and is subject to the same responsibility as attach to all other citizens. If the extra-mural utterances of a teacher should be such as to raise grave doubts concerning his fitness for his position, the question should in all cases be submitted to an appropriate committee of the faculty of which he is a member. It should be clearly understood that an institution assumes no responsibility for views expressed by members of its staff; and teachers should, when necessary, take pains to make it clear that they are expressing only their personal opinions.

Academic Tenure

(a) The precise terms and expectations of every appointment should be stated in writing and be in the possession of both college and teacher.

(b) Termination of a temporary or a short-term appointment should always be possible at the expiration of the term by the mere act of giving timely notice of the desire to terminate. The decision to terminate should always be taken, however, in conference with the department concerned, and might well be subject to approval by a faculty or council committee or by the faculty or council. It is desirable that the question of appointments for the ensuing year be taken up as early as possible. Notice of the decision to terminate should be given in ample time to allow the teacher an opportunity to secure a new position. The extreme limit for such notice should not be less than three months before the expiration of the academic year. The teacher who proposes to withdraw should also give notice in ample time to enable the institution to make a new appointment.

(c) It is desirable that termination of a permanent or long-term appointment for cause should regularly require action by both a faculty committee and the governing board of the college. Exceptions to this rule may be necessary in cases of gross immorality

or treason, when the facts are admitted. In such cases summary dismissal would naturally ensue. In cases where other offenses are charged, and in all cases where the facts are in dispute, the accused teacher should always have the opportunity to face his accusers and to be heard in his own defense by all bodies that pass judgment upon the case. In the trial of charges of professional incompetence the testimony of scholars in the same field, either from his own or from other institutions, should always be taken. Dismissal for other reasons than immorality or treason should not ordinarily take effect in less than a year from the time the decision is reached.

(d) Termination of permanent or long-term appointments because of financial exigencies should be sought only as a last resort, after every effort has been made to meet the need in other ways and to find for the teacher other employment in the institution. Situations which make drastic retrenchment of this sort necessary should preclude expansions of the staff at other points at the same time, except in extraordinary circumstances.

Statement Concerning Resignations, 1929

The following statement was approved at the 1929 Annual Meeting of the American Association of University Professors:

Any provision in regard to notification of resignation by a college teacher will naturally depend on the conditions of tenure in the institution. If a college asserts and exercises the right to dismiss, promote, or change salary at short notice, or exercises the discretion implied by annual contracts, it must expect that members of its staff will feel under no obligations beyond the legal requirements of their contracts. If, on the other hand, the institution undertakes to comply with the tenure specifications approved by the Association of American Colleges, it would seem appropriate for the members of the staff to act in accordance with the following provision:

1. Notification of resignation by a college teacher ought, in general, to be early enough to obviate serious embarrassment to the institution, the length of time necessarily varying with the circumstances of his particular case.

2. Subject to this general principle it would seem appropriate that a professor or an associate professor should ordinarily give not less than four months' notice and an assistant professor or instructor not less than three months' notice.

3. In regard to offering appointments to men in the service of other institutions, it is believed that an informal inquiry as to whether a teacher would be willing to consider transfer under specified conditions may be made at any time and without previous consultation with his superiors, with the understanding, however, that if a definite offer follows he will not accept it without giving such notice as is indicated in the preceding provisions. He is at liberty to ask his superior officers to reduce, or waive, the notification requirements there specified, but he should be expected to conform to their decision on these points.

4. Violation of these provisions may be brought to the attention of the officers of the Association with the possibility of subsequent publication in particular cases after the facts are duly established.

Censured Administrations

Investigations by this Association of the administrations of the several institutions listed below show that they are not maintaining conditions of academic freedom and tenure in accordance with academic custom and usage as formulated in the 1925 Washington Conference Statement on Academic Freedom and Tenure, and endorsed by this Association, by the Association of American Colleges, and by representatives of the American Association of University Women, the Association of American Universities, the Association of Governing Boards, the Association of Land-Grant Colleges, the Association of Urban Universities, the National Association of State Universities, and the American Council on Education.

Placing the name of an institution on this list does not mean that censure is visited by this Association either upon the whole of that institution or upon the faculty, but specifically upon its present administration. This procedure does not affect the eligibility of non-members for membership in the Association, nor does it affect the individual rights of our members at the institution in question, nor do members of the Association who accept positions on the faculty of an institution whose administration is thus censured forfeit their membership. This list is published for the sole purpose of informing our members, the profession at large, and the public that unsatisfactory conditions of academic freedom and tenure have been found to prevail at these institutions. Names are placed on or removed from this censured list only by vote of the Association's Annual Meeting.

The censured administrations together with the dates of these actions by the Annual Meeting are listed below. Reports of investigations were published as indicated by the *Bulletin* citations:

Brenau College, Gainesville, Georgia	December, 1933
John B. Stetson University, De Land, Florida (October, 1939 <i>Bulletin</i> , pp. 377-399)	December, 1939
Montana State University, Missoula, Montana (<i>Bulletin</i> , April, 1938, pp. 321-348; December, 1939, pp. 578-584; February, 1940, pp. 73-91; December, 1940, pp. 602-606)	December, 1939
West Chester State Teachers College, West Chester, Pennsylvania (February, 1939 <i>Bulletin</i> , pp. 44-72)	December, 1939
University of Pittsburgh, Pittsburgh, Pennsylvania (March, 1935 <i>Bulletin</i> , pp. 224-266)	December, 1935
St. Louis University, St. Louis, Missouri (December, 1939 <i>Bulletin</i> , pp. 514-535)	December, 1939
University of Tennessee, Knoxville, Tennessee (June, 1939 <i>Bulletin</i> , pp. 310-319)	December, 1939
Central Washington College of Education, Ellensburg, Washington (October, 1940 <i>Bulletin</i> , pp. 471-475)	December, 1940

ACADEMIC FREEDOM AND TENURE

WESTERN WASHINGTON COLLEGE OF EDUCATION

The services of Charles H. Fisher as President of Western Washington College of Education, Bellingham, Washington were terminated in 1939. Mr. Fisher had served the College at Bellingham as President since 1923. Prior to that time, he had taught in secondary schools and colleges in the East, and was President of the State Teachers College at Bloomsburg, Pennsylvania from 1920 to 1923.

President Fisher's dismissal and a statement concerning his difficulty at Western Washington College of Education were brought to the attention of the American Association of University Professors in a communication from a committee of the faculty of the College, authorized by vote of the entire faculty without dissent. In this communication, the Association was requested to conduct an investigation. In subsequent correspondence President Fisher and others submitted evidence that the situation involved considerations of academic freedom and freedom of speech and an indirect threat to the tenure of the members of the faculty. As a professional organization of college and university teachers and investigators, the American Association of University Professors, in accordance with its usual practice, does not investigate dismissals of college and university presidents or other officials whose work is purely administrative. If, however, the dismissal of such an official indicates the existence of improper control of an institution, political or otherwise, threatening the academic freedom or the tenure of the faculty, or freedom of speech in connection with the educational program of the institution, the Association may, in its discretion, inquire into the facts and, if it seems desirable, publish its conclusions.

In accordance with the Association's regular procedure, the General Secretary of the Association first sought to ascertain by correspondence the salient facts of the difficulty. Efforts to

obtain a statement from Governor Clarence D. Martin¹ and from the Board of Trustees of the College were unsuccessful. In September, 1939 Dr. A. J. Carlson, of the University of Chicago, as a representative of the Association, went to Washington and made a direct inquiry into the facts of the case.

Dr. Carlson conferred with the Chairman and the Secretary of the Board of Trustees of Western Washington College of Education, with Frank I. Sefrit, Editor and Manager of the *Bellingham Herald*, who was President Fisher's principal critic, with some twenty members of the faculty of the College, and with President Fisher. He also conferred with several members of the faculty of the University of Washington concerning the alleged partisan political control of higher education in Washington. Dr. Carlson sought by telegram to secure a conference with Governor Martin but without success. His telegram to the Governor requesting a conference was never acknowledged. Dr. Carlson supplemented his direct inquiries by subsequent correspondence.

While the Western Washington College of Education situation was under investigation by the Association, the General Secretary had several conferences with President Fisher and with other interested persons. The records of these conferences are a part of the total record upon which this report is based. Pursuant to the Association's procedure, a tentative draft of this report was sent to the Board of Trustees of the College and to President Fisher as a confidential communication for "correction of possible factual errors." Both President Fisher and the Board of Trustees submitted corrections, which were carefully considered in preparing the following statement for publication.

II

The Western Washington College of Education at Bellingham is an integral part of the public school system of the State of Washington, which includes common schools, secondary schools, colleges of education, a state college, and a state university. The College was established in 1893 as a normal school under the name State

¹ The Honorable Clarence D. Martin was Governor of the State of Washington during the whole of the period discussed in this report. He was succeeded as Governor by the Honorable Arthur B. Langlie on January 15, 1941.

Normal School at Bellingham. The school first received students in September, 1899.

In 1920 the State Board of Education granted authority to the three normal schools of the State to offer four-year courses. By an Act of the Legislature in 1933, these three institutions were authorized to grant the degree of bachelor of arts in education. By an Act of the Legislature in 1937, the names of the three normal schools were changed to colleges of education, and the State Normal School at Bellingham became the Western Washington College of Education.

During President Fisher's term of office at Western Washington College of Education, the College grew in physical equipment, in the size and caliber of its faculty, and in the number of students of collegiate rank. In 1933 during the depression, as the result of greatly reduced appropriations, the salaries of the faculty were cut 35 per cent. In 1934 there was a further cut of 15 per cent in faculty salaries, and the services of some members of the faculty were discontinued.¹ Despite these reductions in salaries and these dismissals, the evidence indicates that President Fisher retained the good will and the loyalty of the faculty. There is no evidence of any significant criticism of President Fisher's administration either from the Governor, the Board of Trustees, the faculty, the students, or the citizens of Bellingham prior to the academic year 1934-1935.

In 1934 Mr. Sefrit invited President Fisher to confer with him and an unofficial group of citizens of Bellingham, ostensibly to discuss the finances of the School. The actual purpose of this meeting was to request President Fisher to reinstate one of the teachers whose services had been discontinued because of the financial situation. President Fisher promised Mr. Sefrit that he would bring the matter to the attention of the Board of Trustees of the School, which he subsequently did. The Board of Trustees stood by its previous action and declined to reinstate the teacher in question.

In 1935 Mr. Sefrit and a group of five Bellingham citizens formed a committee known as the Committee on Normal Protest. This

¹ None of these dismissed teachers informed, or sought the advice of, the American Association of University Professors.

committee submitted to the Board of Trustees of the School, in four typewritten pages, ten charges against President Fisher, several members of the faculty, and members of the student body. The group requested a hearing on these ten charges, stipulating "it is our desire that the hearing be not open to the public." The charges were as follows:

(1) Numerous executives and members of subversive organizations, and of free love, atheistic and un-American pacifist organizations, have been invited to address the student body during recent years, while pro-Americans have not appeared on invitation in assembly.

The character and activities of these subversive and un-Christian speakers have not been revealed to the students.

(2) A studied avoidance of having Christian leaders address the student body. . .while some lecturers who have appeared have spoken flippantly of Christianity, and have condemned the American economic life.

(3) No patriotic meetings or assembly exercises tending to foster patriotic feeling, welfare of Country or respect for American institutions, have been held. The Flag is seldom displayed on the campus.

(4) An anti-American organization has been formed by a group of students and its meetings are held on the campus.

(5) The Viking, student newspaper, rebukes newspapers and magazines that warn the public against subversive activities, and recommends books and magazines containing assaults upon the home and American social customs.

(6) Members of the faculty and President Fisher have sponsored or encouraged subversive speakers.

(7) Decline in attendance is traceable in large measure to loss of public faith in the administration of the Normal.

(8) The strife-breeding attitude and ungentlemanly conduct of President Fisher shows that he is temperamentally disqualified.

(9) Students' funds have been misapplied and to no wholesome benefit of those who contribute those funds.

(10) Lack of respect for President Fisher by large numbers of the alumni.

On May 22, 1935 the Board of Trustees of the School conducted a private hearing on these ten specific charges made by Mr. Sefrit and his five associates. Present at this hearing were the three members of the Board of Trustees, Dr. W. D. Kirkpatrick, Chair-

man, Mr. Verne Branigin, Secretary, and Mr. Steve Saunders; President Fisher; Marion Doty, a court reporter of Skagit County, Washington; and the members of Mr. Sefrit's committee as listed in the official report of the Board of Trustees: Frank Sefrit, manager [and editor] of the *Bellingham Herald*; Blanton Luther, Grand Dragon, Ku Klux Klan; Tom Chandler, retired teacher of State of Kansas; Doctor [Donald H.] McLeod, dentist, former officer of American Legion; A. W. Deming, prominent business man; Reverend McCartney [J. R. Macartney], Presbyterian minister.

In its report of the hearing the Board of Trustees indicates that each of these ten charges was considered separately. The following are pertinent excerpts from the Board's lengthy report of the hearing:

Charge No. 1: The transcript will show that assembly speakers are chosen by a faculty committee working in conjunction with the committee of the student body organizations, which, through fees, provides the funds with which to employ talent. That going through the programs for the last three years the general aspect of the programs shows a variety of entertainment and instruction which is not subject to adverse criticism. Nothing has been shown to have occurred in or upon the programs given in the assembly to foster or advocate free love, atheistic or un-American beliefs, or to invite the student body into the intrigues of such beliefs and practices.

Charge No. 2: We find that the administration quarterly transmits to each religious and sectarian church minister of Bellingham the names, addresses, and church affiliation, if any, of each and every student belonging or adhering to his church, in order that the minister of such religious body may form contact with such student. That religion has not been induced or made a part of any program of the school. No evidence sustains the charge that Christianity has been spoken of flippantly nor has any lecturer "condemned the American economic life." We find that at commencement time each year a religious service is conducted in the form of a baccalaureate address or sermon, in which service the ministers and speakers have been chosen from cities other than Bellingham. We find that the President of the Normal School and all of his family are attendants and members of a Christian church in Bellingham. That a great many of the faculty are also church members. That President Fisher has been actively en-

gaged in Young Men's Christian Association work in the city of Bellingham and in the northwest for ten or more years.

Charge No. 3: Apparently the charge that "the flag is seldom displayed on the campus" is not sustained by the facts. A large American flag is displayed on the flag pole in front of the administration building every day from morning until evening except when it rains. Every faculty member in the institution has taken and subscribed to the oath of allegiance to the United States of America, as shown by the records.

Two recent speakers, Reno Odlin and Senator LaFollette, are the only speakers to have spoken upon the subject of patriotism.

National holidays are observed by the student body in their own way, which is a practice of other institutions of learning.

Charge No. 4: There is and has been for some time past an organization of students in the school known as the Social Science Club. All clubs and organizations of the school are under the supervision and control of a member of the faculty delegated to supervise the conduct of such organization.

Charge No. 5: We find that the charges against the Viking are not sustained.

Charge No. 6: The findings made on charges under No. 1 apply here.

Charge No. 7: No facts were adduced tending to prove the charge. Attendance figures are filed as an exhibit showing an increase in attendance over some years back. That the school has developed from a one-course school to a four-course college and that whereas in the beginning of this administration the courses taught and the diplomas granted were scarcely equal to the usual high school diplomas of today, the institution now has become an accredited institution of higher educational standing as rated by the national Association of Teachers Colleges of America and necessarily the school has turned out graduates of quality instead of quantity. That whereas heretofore teachers' certificates were issued upon a very short attendance now the qualification requirements of teachers have been materially raised.

Charge No. 8: We find that strife-breeding is most prolific in the environ of this school. That turmoil and trouble in the affairs of the life of this community reaches into every phase of its civic life. That it is torn by animosity, personal grudges and grievances, and political enmities too numerous to mention. That the institution is first berated over the air by one faction and attacked by newspapers by the opposite faction; that it is attempted to be controlled; its employees and teaching personnel dictated to by organizations and people without regard in any respect to the efficiency and the welfare of the institution. That if President

Fisher has developed a temperamental attitude with respect to this and that conflicting interest, it is the natural result of treatment accorded him and the institution which he represents. We recognize the fact that the President must be tactful. We have talked these matters over repeatedly and with all due respect to the opinions of the complainants we cannot be severely critical of a personality capable of standing on his own two feet in this community.

Charge No. 9: We do not feel that the charge is sustained in any particular.

Charge No. 10: We find that there is a very small minority of the alumni of the school discontented with his administration and that this discontent has arisen principally from teachers and instructors and their friends who have been necessarily dropped from the employment of the school, or someone who has been aggrieved by denial of some privilege or benefit which he claimed was due him.

We do not believe that any administrators of this school can pacify the conflicting factions of Bellingham. Nor do we believe that those who have a grievance or hostile attitude can be given that which they demand, except at the expense of the integrity of the administrators of the institution.

In the conclusion of its report the Board of Trustees specifically endorsed President Fisher's administration in the following terms:

In the administration of the affairs of the school a great responsibility has been placed upon President Fisher, to whom we give credit in a large measure for the foregoing conditions. We recognize in him an able and conscientious administrator. His devotion to his position and work and his cooperation with the Board of Trustees and the state authorities is commendable.

III

Shortly after the Board of Trustees made its report in May, 1935, exonerating President Fisher of the charges presented by Mr. Sefrit and his five associates, Mr. Sefrit and his co-complainants sought action from the Governor of the State of Washington, the Hon. Clarence D. Martin. To understand the significance of this appeal to the Governor, it is necessary to note briefly the nature of the organization and the control of Western Washington

College of Education and of the other institutions of higher education in the State of Washington.

Each of the publicly supported institutions of higher education in Washington has a separate board of trustees. The members of these boards of trustees are appointed by the Governor and may be removed by him at any time without a hearing on charges. In December, 1933, at the Extraordinary Session of the Legislature then being held, a bill was introduced which provided, "No regent or trustee of any institution of higher education in this State shall be removed during the term of office for which appointed excepting only for misconduct or malfeasance in office, and then only in the manner hereinafter provided. . . ." This bill was amended to limit its application to the University of Washington, Seattle, Washington, and to the Washington State College, Pullman, Washington. The bill, as amended, was passed by both the House and the Senate on January 9, 1934. It was vetoed by Governor Martin on January 24, 1934. In his veto message the Governor said, "It is evident that the advocates of Senate Bill No. 73 had in mind the insuring of a more secure tenure of office for the regents, and, in turn, a continuity of administration for the University and State College. This Act, however, completely divests the Governor of the power of removal of the regents of these institutions. The purpose of this Act might better be accomplished by a law which would preserve the power of the Governor to remove." He concluded the message with the following statement: "These institutions of higher learning are sustained by the public and their affairs should be administered by regents in sympathy with the aspirations of the people and the taxpayers who support them. The people speak through their Governor. I cannot bring myself to approve a law which completely removes the regents from responsibility to the taxpayers."

IV

In 1935 and 1937 the respective terms of Dr. Kirkpatrick and Mr. Branigin, members of the Board of Trustees of the Western Washington College of Education, expired. Governor Martin reappointed them. On September 28, 1938 Governor Martin met

with the Board of Trustees in his office at the State Capitol in Olympia for the purpose of discussing the administrative affairs of the College. At that meeting an agreement was reached that President Fisher's services were to be terminated at the end of the school year 1938-1939. At a meeting of the Board of Trustees on October 11, 1938, President Fisher was informed of this decision. President Fisher states that at this meeting the Board gave him no reasons for its action in dismissing him, and no charges or reasons for the dismissal appear in the minutes of the meeting. No reasons were ever given to the American Association of University Professors except indirect references to the charges made by Mr. Sefrit in 1935.

In a signed statement to this Association concerning his dismissal, President Fisher says, "On October 1 or 8 (I am not certain of the exact date) I called on Governor Martin to discuss with him the outcome of the conference between him and the Board of Trustees. I tried to find out what the trouble was and why I had to leave the presidency of the college at Bellingham. The Governor said he had only one answer to my question and that was that I had been at Bellingham for fifteen years and during that time certain opposition had developed against me and now it was time to move on. This is the only reason I was ever given for having to leave the presidency."

In the original minutes of the October 11, 1938 meeting of the Board of Trustees, signed by the Chairman and the Secretary, there appears the following paragraph, which was subsequently deleted:

Agreement between the Board of Trustees and Governor Martin

The chief purpose of this special meeting was to discuss with President Fisher the outcome of a meeting with Governor Martin in Olympia, on Wednesday, September 28, 1938. After some discussion President Fisher was asked if he would resign from his position and he said he would not submit a resignation. President Fisher was told that for his own protection the Board would be willing to give him a contract to the end of this school year. President Fisher replied that he has had no contract since September, 1937. He preferred to go without a contract. President Fisher was then given to understand that an agreement had been

made between the Board of Trustees and Governor Martin that he was to leave the presidency at the end of the school year in June or August, whichever time was most suitable for him.

In letters dated November 16 and 17, 1939, Dr. Kirkpatrick, the Chairman of the Board, and Mr. Branigin, the Secretary of the Board, acknowledge their signatures on this document and explain the deletion of the paragraph on the ground that "it was embarrassing to all concerned."

There is evidence that Governor Martin endeavored to have President Fisher's departure from the Bellingham institution appear voluntary. To this end Governor Martin negotiated with President L. P. Sieg of the University of Washington to obtain for President Fisher a one-year appointment as an acting professor or lecturer on the faculty of the State University, provided President Fisher submitted his resignation. According to a memorandum of a conversation between Presidents Fisher and Sieg and signed by the latter on May 15, 1939, President Sieg said: "I repeated what I had said before that if a major disturbance was created through the severance of his position at Bellingham, our Board of Regents could not consider making an offer." On May 27, 1939, in the course of a letter to President Fisher, President Sieg wrote as follows: "In view of the publicity that has come out, I fear that there will be no chance of my making any recommendation to the Board or the Board acting favorably even if I did make such a recommendation in the matter which we discussed."

V

On May 22, 1935 the Board of Trustees of the Western Washington College of Education in a formal report expressed complete satisfaction with the administration of the College and endorsed the work of President Fisher in the highest terms. Why was he dismissed three years later by the same trustees? No reasons appear in the record. It seems clear that he was dismissed because of the same reasons stated by Mr. Sefrit and his associates in 1934. It is pertinent, therefore, to note Mr. Sefrit's views on higher education. These he has set forth on several occasions in edi-

torials in the *Bellingham Herald*. One on "Academic Freedom," dated July 26, 1939, reads in part as follows:

Freedom to teach whatsoever they like, or to refrain from teaching courses prescribed by boards of education set up by law; freedom to suggest to students any type of reading which may be the fancy of the instructor; freedom to defy those who employ them; freedom to fellowship with subversive and unmoral characters; freedom to belittle, handicap, and even destroy capitalism—these and other utterly indefensible behavior come under the modernistic definition of "academic freedom."

From this editorial and from others of a similar nature which appeared in the *Bellingham Herald* entitled "Radical Teachers' Movements" and "'Freedom' for What?" it is obvious that Mr. Sefrit and his associates lack insight into the meaning of academic freedom and freedom of speech. It is unnecessary to point out to the college and university teachers of America, and to that portion of the public which understands the rôle of institutions of higher learning in a democratic society, the implication of these sentiments.

Joining with Mr. Sefrit in attacks on President Fisher, members of the faculty, and of the student body of Western Washington College of Education were some members of a group of women called "Pro-America," of the Ku Klux Klan, and of the American Legion.

One of the principal complaints about President Fisher was that he invited persons of unconventional views to give public lectures at the College. The facts are as follows: between 1932 and May 22, 1935, when this charge was carefully canvassed by the Board of Trustees and found to be without merit, there had been 96 public lectures at the School. During President Fisher's entire administration there had been 176 visiting lecturers at the College. Among the lecturers were educators, authors, officers of the Army, clergymen, and public officials. Some of them could be classified as conservative, some as liberal, some as radical. Among these lecturers were Alexander Meiklejohn, Robert LaFollette, Maurice Hindus, Lincoln Steffens, Norman Hapgood, Burton Holmes, Anne Morgan, and David Seabury. It is the opinion of the members of Committee A on Academic Freedom and Tenure and of Committee B on Freedom of Speech that the program of

lectures for the College during President Fisher's administration was a particularly well-balanced one. It is also the opinion of the members of these Committees that those who see danger in these lectures have little understanding of higher education or of college youth.

At an earlier period of his presidency at the Western Washington College of Education, Dr. Fisher was bitterly criticized by the "extreme leftists" for his alleged "conservatism" and for his lack of sympathy with the "liberals." Criticisms coming from both the "left" and the "right" indicate that President Fisher is, as one citizen of Bellingham characterized him, "an old-style liberal," a term that formerly had definite meaning. The record indicates that President Fisher *is* a liberal in the sense that he understands and believes in academic freedom and freedom of speech as this Association understands and believes in these freedoms, namely, that they are principles which experience has demonstrated are essential to the advancement of truth.

The efforts of Mr. Sefrit and others to control the expression of ideas in the public lectures at the College and in the classroom are contrary to the principles of academic freedom and freedom of speech which are a part of our American democratic tradition. In so far as Governor Martin and the members of the Board of Trustees of the College acquiesced in these efforts their actions are detrimental to the welfare of Western Washington College of Education, of higher education in general, and of the public interest of the State of Washington.

VI

Careful study of all the testimony concerning President Fisher's administration indicates that he is an able administrator and a man of special ability in the field of teacher education. At no time has his professional competence been questioned, even by his severest critics. The record shows that he was respected by members of the faculty and of the student body alike. Both groups, entirely on their own initiative, presented resolutions to the Board of Trustees in praise of his work, and urged that he be continued as president. At the time of his dismissal no charges were preferred against him. The evidence is persuasive, however, that the same

group which brought charges against him in 1934, charges from which he had been completely exonerated, continued to reiterate them in active efforts to have him dismissed. The evidence indicates that Governor Martin either was or became one of President Fisher's enemies and sought his dismissal or that he yielded to the pressure of President Fisher's critics and concurred with the Board of Trustees in dismissing him, thus placing the prestige of his office behind the dismissal. Be that as it may, the Board of Trustees which endorsed President Fisher's administration in the highest terms in 1935 authorized his dismissal in 1938. There is no evidence that President Fisher's educational and administrative policies had changed during his last three years in office.

The power of the Governor to dismiss members of the boards of trustees of the publicly supported institutions of higher learning in Washington gives him tremendous control over the policies of these institutions. Such power invites arbitrary and irresponsible action and political considerations in their administration. Arbitrary action and political considerations in educational affairs are not in accord with sound educational administration. The members of Committee A on Academic Freedom and Tenure and of Committee B on Freedom of Speech of the American Association of University Professors wish in conclusion to express the hope that the publicly supported institutions of higher education in the State of Washington will, in the future, be administered in a manner more in keeping with generally recognized educational standards and also in keeping with our constitutional principles of *due process*. Indeed, it is to be hoped that the new Governor, the Honorable Arthur B. Langlie, a graduate of the University of Washington, will encourage and support legislation that will make possible such administration of these institutions.

Approved for publication by Committee A on Academic Freedom and Tenure.¹

W. T. LAPRADE, *Chairman*

Approved for publication by Committee B on Freedom of Speech.¹

A. J. CARLSON, *Chairman*

¹ For personnel of these committees, see p. 110.

THE HATCH ACT AND ACADEMIC FREEDOM

By JOSEPH R. STARR

University of Minnesota

The Hatch Act, known officially as "An Act to Prevent Pernicious Political Activities" and referred to generally in the newspapers as the "Clean Politics Act," was passed by Congress in two installments, being approved by the President on August 2, 1939, and July 19, 1940.¹ It made a number of important changes in the law relating to American politics, modifying the corrupt-practices legislation as respects the amount and the manner of collection of campaign funds and introducing provisions designed to protect persons on relief and work-relief projects from improper political influences.

II

The most controversial provision of the Hatch Act, and the one of special interest to large numbers of academic people throughout the country, is the prohibition against political activity by public employees who fall into certain categories as defined in the act. The first Hatch Act prohibited all employees of the executive branch of the Federal Government, except a few officers at the top of the administrative hierarchy, from taking any active part in political management or in political campaigns. Federal employees who are members of the classified services had long been prohibited from political activity by Rule No. 1 of the Civil Service Commission.² The first Hatch Act thus had no effect of importance upon approximately two-thirds of the one million or so federal

¹ The two Hatch Acts, compiled as a single law, have been issued in convenient form as 76th Cong., 3rd Sess., Senate Doc. No. 264.

² See *Civil Service Act and Rules, Statutes, Executive Orders, and Regulations with Notes and Legal Decisions, Amended to June 30, 1939* (United States Civil Service Commission, Washington, D. C., 1939).

employees. Its chief effect was to extend the prohibition against political activity in substantially the same form in which it had long applied to classified civil servants, to the large number of federal employees who do not obtain their positions by passing competitive examinations, and who do not enjoy the usual guaranties of civil servants, such as permanence of tenure, the right of a hearing before dismissal, and the sharing in retirement benefits. The first Hatch Act affected academic personnel only in educational establishments operated directly by the Federal Government, as in the Indian reservations, most of whose employees were already subject to Civil-Service regulations.

The second Hatch Act extended the prohibition against political activity to all persons employed in the executive branch of the state and local governments whose principal employment is in connection with any activity financed in whole or in part by federal grants or loans. Only governors, lieutenant-governors, mayors, and other elective officials were exempted from this provision. Congress, of course, has no express constitutional authority to control the conduct of state and local employees, but the power of the purse was at hand as a convenient constitutional peg upon which to hang this legislation. Just as in the federal-state highway construction program the grants are made on condition that the states live up to certain standards and submit to inspection, it may now be presumed that all federal grants and loans to the state and local governments are made on condition that the persons employed in connection with the activities so financed obey the provisions of the Hatch Act.

III

When the bill for the second Hatch Act was under consideration in Congress, questions were raised as to whether the proposed prohibition of political activity on the part of state and local employees would extend to academic personnel employed in establishments financed in part by federal funds—particularly in the land-grant colleges and universities and in the vocational training program of the secondary schools. When this question was raised early in the debate in the Senate, it was generally assumed that the bill would extend to educational employees in such institutions. To

avoid introducing by law a new principle of academic tenure and to preserve the autonomy of educational institutions, Senator Prentiss M. Brown (Dem., Mich.) introduced an amendment, as follows:

Nothing in this act shall be construed as in any way affecting educational, religious, eleemosynary, philanthropic, or cultural institutions, establishments, and agencies, together with the officers and employees thereof.¹

The Senate adopted this amendment, and it became Section 9 of the bill as passed by the Senate. The Judiciary Committee of the House of Representatives, however, recommended that no such exemption be made, and accordingly deleted the section. The Brown amendment was again proposed on the floor of the House, but was rejected by the vote of that body, and the issue was not raised again in the Senate.

The exemption of educational and other similar institutions from the effect of the Hatch Act was thus presented squarely to both houses of Congress while the bill was under consideration. The Senate was willing to make the exemption, but the House chose to follow the leadership of the majority of the Judiciary Committee and of Representative John J. Dempsey (Dem., N. M.), the chief sponsor of the bill in the House, and refused to make the exemption. Representative Dempsey said at the time that the Brown amendment, if adopted, would be a standing invitation to educational employees to get into politics.² Some persons, including members and non-members of Congress, both during the consideration of the bill and after its final passage, believed that it would not affect the staffs of educational institutions and therefore felt that the Brown amendment was unnecessary. A sincere regard for the welfare of federally-supported colleges and schools would have dictated the inclusion of the Brown amendment, even if unnecessary. It would have been easy for Congress to insure that the act would not affect educational institutions and their staffs. It is therefore impossible to escape the conclusion that the application of the Hatch Act to federally-supported educational institutions, if it ultimately be held to so apply, was accomplished deliberately and intentionally by Congress.

¹ See 76th Cong., 3rd Sess., *Cong. Rec.*, pp. 4022-4026, 4593-4594.

² *Washington Post*, March 28, 1940.

A state or local employee subject to the Hatch Act who is accused of having engaged in some prohibited political activity is entitled to a hearing before the United States Civil Service Commission. The accused employee or the agency which employs him, or both, may appear with counsel. The Commission has the power to determine the facts and to decide whether the violation warrants the dismissal of the person involved. If it so decides, it has the power to issue an order requiring the state or local agency to dismiss the offender. If the state or local agency chooses to defy the order of the Commission and to retain the offender in its employ, the penalty takes the form of the deduction from the federal grant or loan of a sum double the annual salary of the offender. Moreover, a like penalty will fall upon any other state or local agency in receipt of federal funds which employs the offender within a period of eighteen months. Thus, a state or local employee who is adjudged a violator of the Hatch Act is black-listed from his accustomed employment for a period of eighteen months, or else the people of his state or locality are penalized by having appreciably less money to spend on some of their undertakings. The law provides for appeal from the decisions of the Civil Service Commission to the federal courts, so that the final word in the interpretation of the Hatch Act can be given only by the United States Supreme Court.

IV

The Hatch Act has not yet, so far as the writer is aware, been interpreted by any court. The most authoritative interpretations available are therefore to be found in the announcements of the United States Civil Service Commission.¹ Up to November, 1940, the Civil Service Commission announced that it regarded the Hatch Act as applicable generally to land-grant colleges and universities, agricultural experiment stations, the extension services of federally-supported colleges of agriculture, and teachers of vocational education. It does not follow that all employees in these categories are prohibited from engaging in political activity as defined

¹ *Interpretations by the United States Civil Service Commission of the Hatch Act and Regulations on Political Activity (As Developed to November, 1940)* (United States Civil Service Commission, Washington, D. C., November, 1940).

in the act, as many questions of fact relating to the character of the federal grants or loans and the nature of the employment have to be considered in any specific case.

In deciding the facts, the Commission has announced that it will "follow the federal money as closely as possible." In any particular case it is necessary to examine the federal statutes involved, in order to determine the character of the grant, the conditions upon which it is made, and the "activity" of the state or local agency which is, in fact, financed by the Federal Government. Thus, with reference to land-grant colleges and universities, an examination of the original Morrill Act and its subsequent amendments along with the Jones-Bankhead Act of 1935, led the Commission to the conclusion that the federal grants involved were of the nature of a general endowment in support of the whole educational program, and that all persons whose principal employment is in connection with the educational program are subject to the provisions of the Hatch Act. But these statutes prohibit the use of any part of the federal money so appropriated in support of education for the purchase of land, or for the purchase, erection, preservation, or repair of buildings. Therefore, so the Commission has pointed out, if the organizational set-up of the institution is such as to make it possible to identify certain persons who are employed in the main with the construction and maintenance of buildings, such persons are not subject to the Hatch Act. This illustrates the kind of questions of fact which arise in the interpretation of the words "principal employment" as they occur in the statute.

V

Doubts will probably remain for some time as to the full scope of the Hatch Act in the educational world. It is at least clear that, on the basis of the best available authority, large numbers of academic people are subject to it and are in danger of losing their positions if they do not conduct themselves in accordance with its provisions. One of the unfortunate features of the Hatch Act with reference to the teaching profession is its unequal effect. It may affect the teachers in one educational institution, but not in

another whose function is essentially the same; or within any institution, some teachers may be denied the right to engage in political activities, while others are not. The act, of course, has no application to private universities, colleges, or schools. To be included within the terms of the act, the school must be a state or local agency, and the individual teacher to be affected must have his principal employment in connection with an activity financed in whole or in part by federal grants or loans. Congress has thus created less favorable conditions of employment in some institutions, and in some parts of institutions, than in others.

The act specifically prohibits two kinds of political activities: first, the use of official authority in nominations and elections, and, second, the participation in any way in the collection of funds for political purposes from other persons subject to the Hatch Act. Going far beyond these limitations upon conduct, the act prohibits all persons affected from taking "any active part in political management or in political campaigns." This is general language, and Congress made no attempt to specify the details. In Section 15, it was provided that these words should be understood to prohibit those political activities which were at the time the act went into effect prohibited on the part of members of the federal classified civil service by the rules of the Civil Service Commission. Thus, the whole range of the civil-service rules relating to political activity and their interpretations by the Commission were incorporated into the law by reference.¹ By this provision, Congress made it clear that persons affected by the Hatch Act were to be subject to substantially the same rules as classified civil servants. At the same time, it was provided in Section 12 (d) that the Commission shall have a general rule-making power as an accompaniment of its functions under the act, so the rules are constantly subject to alteration and new interpretations.

Persons subject to the Hatch Act are prohibited from participating in any way in the collection of campaign funds, except that an

¹ The latest compilations of these regulations are: *Political Activity and Political Assessments of Federal Officeholders and Employees* (United States Civil Service Commission Form 1236, September, 1939), and *Political Activity and Assessments of Persons Employed by State and Local Agencies in Connection with Activities Financed in Whole or in Part by Loans or Grants Made by the United States or by any Federal Agency* (United States Civil Service Commission Form 1236-A, September 22, 1940).

employee may himself make whatever voluntary contributions he may wish to make. An employee may be a member of any political party or club, and may attend any mass or primary assembly open to all of the members of such party or club. He may vote as a member in such a meeting, but his participation may not pass that point. He may not serve as an officer or committee member, nor address a meeting, nor take a position of leadership in any other way. He may not serve as a delegate in a political convention, or as a member of any other kind of representative assembly of a political party or club, although he may attend such meetings as a spectator. In like manner, he may attend a campaign meeting, but he may not address it or preside over it.

An employee may not participate in a political campaign in any active way, such as serving as campaign-manager, speaker, or assistant at campaign headquarters. He may not solicit votes or aid in getting out the vote on election day. He may not assist in the preparation or the distribution of campaign literature. He may not participate in a political parade or any other public demonstration of support for a candidate or political party. Even the wearing of a campaign button, the Commission has said, is a violation of the spirit of the act.

The right to make private or public expressions of opinion by radio, speech, or writing on issues and candidates is specifically reserved by the act, but no such utterance can be made as part of an organized political campaign. Teachers and scholars may well hope that this provision will receive the liberal interpretation placed upon it by President Roosevelt when approving the first Hatch Act.¹ Even so, there will be some apprehension as to the possible consequences of the unauthorized use in a campaign of a teacher's remarks or writings. If a teacher subject to the Hatch Act is asked to speak at a public meeting, he must satisfy himself that the sponsor is not a political party or a party auxiliary, and that the meeting is not part of an organized political campaign. If such a campaign is in progress, his remarks to a strictly non-partisan audience, or statements made in good faith and with no in-

¹ See *Message from the President of the United States Relating to Senate Bill 1871, An Act to Prevent Pernicious Political Activities*, 76th Cong., 1st Sess., Senate Doc. No. 105.

tention of participating in the campaign, might be considered an aid to one or another party or candidate.

A state or local employee subject to the Hatch Act may not in any circumstances become a candidate for elective public office, not even if nominations for the office are made on a non-partisan basis. The Hatch Act does permit activity in campaigns preceding elections in which no candidates appear as the representatives of political parties, but this does not include the candidacy of an employee on his own behalf. An employee must resign if he wishes to seek an elective office. The law also permits activity in campaigns on constitutional amendments or other propositions referred to the people, as well as on questions not specifically identified with any political party.

By express provision of the Hatch Act, all persons affected by it are guaranteed the continued enjoyment of the right to vote as they please. An employee's actions at the polls may not, however, go beyond the exercise of the suffrage. He may not assist others in marking their ballots; he may not serve as checker, watcher, or challenger on behalf of any candidate or political party. Service as judge or clerk of elections, or as a teller or in any other capacity, is prohibited.

VI

The Civil Service Commission has announced that its general policy will be to enforce the statute in such a manner as to protect the civil rights of the persons subject to its provisions. Such an assurance is, however, a dubious comfort to persons in academic employment. The civil rights of citizens certainly include the right to seek elective office, to support the candidates of one's choice, and full freedom of speech and writing on political subjects. These and other civil liberties are clearly denied by the Hatch Act, and no mere expression of concern by the Civil Service Commission can alter the fact. If it can be argued that it is consistent with the public interest that the civil liberties of public servants be limited in certain ways, it can also be said that the public interest demands the preservation of freedom of speech and political action in the universities, colleges, and schools.

Only a small portion of the teaching profession has participated, or has any immediate desire of participating, in politics to the extent of seeking elective office. Yet the rosters of Congress and many state legislatures regularly contain the names of members who entered politics from the teaching profession. Of course, not all of these would have been barred from politics by the Hatch Act, as that act has no application to private educational institutions. Political activity of less conspicuous sorts has, however, been common within the teaching profession. Many teachers and professors are active in the affairs of political parties and clubs; many lend their services as campaign speakers, committee members, and in other ways.

The chief objection to the Hatch Act as it affects academic institutions is not that it prevents a minority of the teaching profession from following an interesting avocation. It is rather that the political activities of a small minority keep alive a right that might in some circumstances be a matter of vital concern to the whole profession, and indeed to the general public. An attempt to impose a political conformity in the universities could be met effectively only by the united action of the staffs of the institutions affected. Teachers should have the liberty to meet a threat of political control by political action on their own part. It must be remembered that the educational institutions affected by the Hatch Act are public agencies, and as such they are subject to an ultimate political control. The general tendency of that control is determined in popular elections, in which political parties contend against each other. If academic employees are excluded from many kinds of political activity, they have come dangerously close to losing their most powerful weapon of defense against whatever they may consider a threat to intellectual freedom and their professional integrity.

THE "GRAVITATION," OR GEOGRAPHICAL DRAWING POWER, OF A COLLEGE

By JOHN Q. STEWART

Princeton University

Many preparatory schools, colleges, and universities compile statistics of the places of residence of their students and alumni. The clustering of these residences around the alma mater is likely to be evident without benefit of heavy analysis. But although mathematics is not needed to define the matter, suitable mathematical treatment can refine it. I have examined the reported residences in recent alumni directories of Harvard, Princeton, Vassar and Yale, and in addition the distribution of residences of undergraduates of Harvard and Princeton.¹

The result is the uncovering of a remarkable statistical tendency which indicates in detail a common pattern in the distribution in each of these six cases. It is to be hoped that the study will be repeated for other colleges of diverse types and geographical locations.

For the four colleges thus far examined, the rule is this: The number of alumni (or undergraduates) of a given college or university who reside in a given area tends to be directly proportional to the population of that area and inversely proportional to the distance from the college.

Illustrative numerical proof is given in Tables I and II below.²

¹ Four Princeton undergraduates assisted materially in this study: Messrs. Philip Willkie, C. D. MacCracken, M. S. Dillon, R. B. Snowden. Some of the work was briefly described in *The Princeton Alumni Weekly*, 40, 409, 1940.

² In addition, the following explanation will help to clarify the arithmetic. The constant factor of proportion referred to in the above rule is, of course, different for each college, and depends upon the size of the alumni or student body and also upon the geographical location of the particular college. It is convenient to measure the population of each given area in millions, and its distance from the college in miles. Using these units the following constant factors hold, approximately:

The new rule suggests the concept of the "potential of a population" as measured at a given point. I define this as the population (in millions of people) of a given area divided by the average distance (in miles) from the area to the given point. For example, the population of Kansas (1937) was 1.86 millions; taking the average distance from Kansas to New Haven, Conn., as 1325 miles, the "potential" at New Haven of the total population of Kansas was 0.0014 million per mile. (The name "potential" is taken over by analogy with gravitational or electrical potential, which likewise vary inversely as distance.)

The rule already stated for geographical distribution evidently is equivalent to: *The contribution from a given area to an alumni or undergraduate body tends to be proportional to the "potential" of that area at the college town.*

As the phrase "tends to be" indicates, the rule holds not rigorously but on the average. In each of the six cases examined, deviations of 50 percent are not uncommon when individual states are considered. In each case the rule breaks down for the 11 Rocky Mountain and Pacific Coast states, which contribute 2 or 3 times more undergraduates and about 5 times more alumni than their relative "potentials" entitle them to. But in the 37 states east of Colorado the rule holds with a regularity which is astonishing when the nature of the problem is considered.

This statistical agreement is illustrated in Table 1 for Princeton undergraduates (eight successive classes).

The first column in the table gives radii in miles from Princeton, N. J. The second column gives the percentages of the total population (1937) of the 48 states and the District of Columbia who resided closer to Princeton than the indicated radii (which extend through Texas). The third column gives the percentages

(Footnote 2 continued from p. 70)

Princeton alumni (20,438 listed in the U.S. in 1939):	36,500
Harvard alumni (60,375 in 1937):	144,000
Yale alumni (40,921 in 1936):	83,000
Vassar alumnae (9,902 in 1938):	22,500

For example, from Poughkeepsie, N. Y., to Ohio averages about 475 miles and the population of Ohio (1937) was 6.73 millions. Dividing 6.73 by 475 and multiplying the result by the constant 22,500 gives 320 as the computed number of Vassar alumnae in Ohio, as compared with 370 actually listed. For Oklahoma (2.55 millions, 1400 miles) one computes 41 Vassar alumnae, compared with 34 listed.

of undergraduates who resided within the respective radii. Comparison of the third and the second column shows the heavy clustering of undergraduate residences around Princeton.

TABLE I—COMPARISON OF ACTUAL AND COMPUTED UNDERGRADUATE DISTRIBUTIONS FOR PRINCETON

Radii in Miles from Princeton, N. J.	Accumulated Percentage of Total Population (1937)	Accumulated Percentage of Undergraduates	
		Actual	Computed
95	17	48	48
150	31	70	70
380	45	78	79
515	58	83	84
950	70	93	93
1500	90	97	97

In computing the table all the states were arranged in the order of increasing distance from Princeton, and the distances were taken from a suitable map of constant scale.¹ Each distance was divided into the corresponding state's population, and the resultant "potentials" were summed, or accumulated, state by state. The fourth column is derived from these accumulated "potentials."²

Over the range of 1400 miles in the table, as far as the Colorado line, the agreement between the computed (fourth column) and the actual (third column) undergraduate percentages is effectively exact. Accordingly it is fair to say that this particular social relation, involving Princeton undergraduates, can be computed, on the average, as readily as a phenomenon in physics. In itself this relation is not especially important, but it is typical of a class of significant social phenomena.

¹ The "Aeronautical Planning Chart" published by the U. S. Coast and Geodetic Survey, 3060a.

² The undergraduate percentages in the fourth column are computed from the formula, Undergraduate percentage minus 48 equals the quantity U minus U_1 divided by U_2 minus U_1 and multiplied by the quantity 97 minus 48. Here U_1 is the accumulated potential to 95 miles, U_2 that to 1500 miles, and U that to any assigned radius in between. This formula numerically is $7.3 + 482 U$. (The computed potential U_1 accumulated to 95 miles was not strictly accurate because of the difficulty of determining "average" distances when the distances are small; and the formula breaks down beyond Texas. These are the reasons for the adopted adjustment.)

Table II gives corresponding data for a group of Harvard undergraduates. The agreement of the computed percentages with the actual percentages of undergraduates to different radii is not quite as good as for the Princeton sample. (The formula for the computed Harvard percentage was 2.2 plus 680 times the accumulated "potential;" and the lower values of the actual percentages in the center of the range is almost completely accounted for by a deviation below the theoretical trend in a single state, Pennsylvania.)

TABLE II—COMPARISON OF ACTUAL AND COMPUTED UNDERGRADUATE DISTRIBUTIONS FOR HARVARD

Radii in Miles from Cambridge, Mass.	Accumulated Percentage of Total Population (1937)	Accumulated Percentage of Undergraduates	
		Actual	Computed
70	4	40	40
175	17	61	61
475	32	72	76
685	45	79	83
945	58	86	88
1100	70	91	91
1700	90	96	96

As a matter of fact the populations used in deriving the "potentials" for these tables were not total populations state by state but *native white male populations*. The differences are not pronounced except in the South. The concept of the "potential" of a population applies to either the total or to any special populations. In the study of the Vassar distribution, native white female populations were used.

As a further application of the method, it was found that the number of Harvard alumni listed from a given state can be computed from the listed number of Princeton alumni according to the formula, Harvard alumni equal Princeton alumni times distance from Princeton times 144,000 divided by distance from Cambridge and by 36,500. For each of the 48 states, across the whole United States, this formula represents the actual number of Harvard alumni with a probable error of 25 per cent—that is, in half the states the computed number lies between 75 per cent and 125 per cent of the actual number.¹

An important conclusion of the present study is that the four

¹ Princeton runs relatively a little the stronger in New England, the Middle Atlantic states, and the South; Harvard in the Middle West and the Farm Belt. Harvard and Princeton are equally favored in the Far West.

institutions examined are about equally "national" in their geographical representation. (The temperature falls when this suggestion is hazarded to a Harvard man. The undergraduate classes which were studied antedated in part recent attempts at Harvard to draw in distant students.) Long seasoning, combined with splendid endeavor by alumni and administrations, have given Harvard, Princeton, Vassar, and Yale an astonishingly homogeneous representation.

A composition truly "national," however, in the sense that it is independent of distance, would seem to be a difficult and costly objective. Its accomplishment would require the superseding of what is evidently a law of college nature. Only the United States Military and Naval Academies have attained it, one supposes. Such broadening of the geographical representation at a given institution is bound to cost \$100,000 or so per year in added railway fares alone. A promising plan might be to reduce the tuition fee, under special endowment, by something considerably greater than the transportation cost from the student's home town.

When the geographical distribution of undergraduates in a state college which applies a differential fee at the state line is examined, what mathematical physics knows as a "work function" perhaps will need to be introduced into the explanation.¹

The usefulness of the "potential" of a population is not confined to the problem of the geographical distribution of college men. There is evidence that visitors to the New York World's Fair in 1939 more or less conformed to what the "potential" theory would have predicted. Indeed a preliminary application of this theory would have calmed down some of the excessive estimates of the relative attendance to be expected from distant states.

An interesting application of "potential" theory to a broader problem, to the general distribution of rural population in the United States, is described in a note elsewhere.²

¹ I am indebted to Dr. F. W. Notestein of the Princeton Office for Population Research for the information that demographers have not taken advantage of the careful tabulations which are available of the places of residence of college men and women. There is therefore much useful material to be examined. In the present study I have profited by the cordial cooperation of the Office of the Graduate Council of Princeton University.

² John Q. Stewart, *Science*, 93, 89, 1941.

I have given consideration also, to mention another illustration, to the possible value of the new theory in considering the relative locations of markets and customers.

Here we have a mathematical pattern of promise in various applications to important social problems. The overstressed departmentalization of research and publication impedes its rapid exploitation. Investigators trained in physical science are inadequately encouraged to cooperate in social studies, and investigators trained in the social field necessarily lack the mathematical flair. In consequence, opportunities for research of enormous practical interest are ignored, while disproportionate support is given to studies and attitudes which possess only academic value and frequently not much of that.

Historians of the present stage of culture are likely to note unfortunate similarities to conditions in the sixteenth and early seventeenth centuries. At that period the exaggerated medieval insistence on dialectic had outworn its human worth, but the contemporaries of Tycho Brahe and Galileo still found the old routines satisfying and "productive." Similarly the splendid contributions since then of modern specialized scholarship require to be supplemented now by work of a synthetic sort. But, in spite of occasional oratory by college presidents and foundation heads, academic machinery today is geared against such work, and scholarly conventions which are perilously obsolete hinder the scholar's acceptance of social responsibilities. Physics, through its mathematical patterns, can make contributions to social thought which are pleasanter to contemplate than some which it is forcing through military technology.

In particular, the ultimate recognition in international politics of the rôle of the distance factor hinted at in the present study will eliminate the vapid reasoning which allows for no quantitative difference in the transmission of social forces across ten miles or ten thousand. For example, a condition for the self-determination of a small nationality on the crowded map of Europe must be that factors of population and distance give that nationality, in its assigned geographical territory, an influence of reasonable strength as opposed to the inescapable physical influence there of its neighbors.

FEDERAL INCOME TAX RETURNS IN 1941

Congress passed two revenue acts in 1940. One of these had to do with such matters as the new excess profits tax and amortization of emergency facilities. In the main, it is not of interest to the teaching profession in connection with their own income tax returns. The other Revenue Act of 1940, however, is of intense concern to all personal income taxpayers. This act lowered the income tax personal exemptions, raised the surtax rates, and imposed an additional defense tax of 10% of the income tax as thus increased. The personal exemption for a single person, or a married person not living with the other spouse, who is not the head of a family, has now become \$800 in place of the previous \$1000; and the personal exemption for a married couple living together or for the head of a family has become \$2000 instead of the previous \$2500. Furthermore, under the 1940 legislation potential taxpayers are required to make income tax returns if their *gross* incomes exceed the statutory exemption limits. Under the law in force through 1939, no return was required unless the *net* income exceeded the personal exemption, or the gross income was at least \$5000. This change, obviously intended to subject to official scrutiny all claims for deductions from gross incomes, will greatly increase the number of returns necessary. Since the Treasury will not be able to mail tax blanks to those who for the first time must file income tax returns under the new provisions, these potential taxpayers must take the initiative in obtaining the requisite blanks. These can be had from collectors of internal revenue, and, in many communities, from banks and trust companies. Law offices, of course, habitually keep supplies of the return blanks on hand. For taxable years beginning after December 31, 1939, the filing of returns in duplicate is not required. This somewhat simplifies the taxpayer's duty.

Treasury Regulations 103, issued in connection with revenue legislation of 1939, have not at the time of writing been replaced by a more recent official commentary on the income tax. It

seems doubtful whether new Regulations can be prepared and published before March 15, 1941, when returns must be filed by taxpayers who are on the calendar year basis. In most respects, Regulations 103 will furnish helpful and reliable information in connection with current income tax returns, but the new rate scales, the lowering of the personal exemptions, and the more sweeping requirement as to filing of returns must be borne in mind. Copies of the Regulations can sometimes be obtained from local collectors of internal revenue, and may be purchased from the Superintendent of Documents, United States Government Printing Office, Washington, D. C. The price of Regulations 103 is \$1.00 per copy. Teachers whose problems necessitate detailed study should also consult one of the several Federal tax services. At least one tax service will usually be found in any bank, or in any business or law school library.

The comments herein are arranged to follow the items of the individual income tax returns. Form 1040 A (buff colored) is for gross incomes which do not exceed \$5000 and are derived from salaries, wages, dividends, interest, and annuities. Form 1040 (white) is for larger gross incomes from these sources and for incomes derived wholly or partly from other sources. Form 1040 must be used by individuals who make returns on an accrual basis or for a fiscal year, or who have income or losses from the renting of property or from the sale of property including corporate securities. See General Instructions (B) attached to either of the two Forms. These attached instructions for using the return blanks should be read carefully. The official instructions for Form 1040 are in many respects more comprehensive than are those for 1040 A, but in some respects (*e. g.*, Specific Instruction 1 as to salaries, etc.) the advantage is with the instructions for Form 1040 A.

Questions (Numbered 1-5 on the first page of 1040 A and 1-7 on the fourth and last page of 1040). Of these questions, the only one deserving particular comment is Question 4 of both Forms. This question asks in substance whether or not the return is a joint return by husband and wife. Spouses who make joint returns should read carefully the relevant instructions attached to Form 1040, including General Instruction A, paragraph headed

"Joint return;" Specific Instructions 10, paragraph headed "Capital gains and losses of husband and wife," and Specific Instructions 26, last two sentences. A decision rendered by the Supreme Court of the United States on December 9, 1940, has invalidated the part of Specific Instruction 10 which asserts that a husband and wife may not, in a joint return, offset the short-term capital gains of one by the short-term capital losses of the other. The case is *Helvering v. Janney*, 61 S. Ct. 241, and should be referred to by persons asserting the right to make such an offset despite the instruction. See also the comment on charitable contributions in the paragraph *infra* on *Deductions*. In community property states, husbands and wives will often find separate returns much more beneficial than joint returns, because in separate returns community income can be split, and the tax thereon reduced to lower brackets.

Salaries and Other Compensation for Personal Service (Item 1 of both return blanks). Teachers in state colleges and universities should remember the effect of the Public Salary Tax Act of 1939 in making their compensation taxable beginning with 1939. This point is accurately covered by Specific Instruction 1 accompanying Form 1040: "Include [under salaries] compensation received as an officer or employee of a State or political subdivision or any agency or instrumentality thereof." The Public Salary Tax Act of 1939 is so intricate that specialized questions arising under it must almost invariably be referred to lawyers.

An important question for many teachers in active service has been whether they must include, as part of their gross income, contributions made to the cost of deferred retirement annuities by the institutions which they serve. The Treasury has ruled that such contributions do not constitute income constructively received by the teachers in the years during which the contributions are made, and therefore need not be reported as part of gross income for those years. See discussion in the *Bulletin*, March, 1935, p. 268 *et seq.*; also I. T. 2874, XIV-1 C. B. 49, and I. T. 3346, C. B. 1940-1, pp. 62, 64.¹

¹ "C. B." means the Internal Revenue Bulletin in its semi-annual cumulative form. Thus, XIV-1 C. B. 49 means part 1 of vol. 14 of the Cumulative Bulletin at p. 49, and C. B. 1940-1 means part 1 of the 1940 volume of the Cumulative Bulletin. I. T. 2874 means ruling 2874 relating to Income Tax.

For expenses properly deductible from gross salaries and the like, consult Specific Instruction 1 for Form 1040 A and the article by Professor Roswell Magill in the *Bulletin*, February, 1932, pp. 146-147. Refer also to the comment below under the heading of *Rents and Royalties*.

Dividends (Items 2 of both return blanks). No special comment seems necessary.

Interest (Items 3 and 4 of 1040 A; 3, 4, and 5 of 1040). Interest on Federal securities subject to surtax only need not be returned by a taxpayer properly using 1040 A. But such a taxpayer, and indeed any owner of property producing exempt income, should fill out Schedule G on the second page of this Form. Item 4 of both return blanks, in connection with Item 18 of 1040 A and Item 32 of 1040, is a correct guide to the handling of interest from tax-free covenant bonds.

Annuities (Item 5 of 1040 A and Item 11 of 1040). The taxation of annuities is of importance to retired professors. See Specific Instructions for 1040 A, Instruction 5, and for 1040, Instruction 11. The full statutory provision is found in the Internal Revenue Code, §22 (b) (2). The Treasury has ruled that when a retirement annuity has been purchased partly by deductions from a teacher's salary and partly by contributions from the employing institution, the amount contributed by the teacher himself constitutes "the aggregate premiums or consideration paid," and the amount contributed by the employer shall not be treated as part of such "aggregate premiums or consideration paid." See I. T. 2874, XIV-1 C. B. 49. Carnegie Foundation retiring allowances and widows' pensions have been ruled non-taxable as gifts or gratuities. This ruling does not extend to payments made under provisions of the will of Andrew Carnegie.

Partnership, Etc., Income (Item 6 of 1040). This is not deemed of particular interest to professors.

Income from Fiduciaries (Item 5 of 1040 A and Item 7 of 1040). Here the recipient if in any doubt should apply to the fiduciary for the necessary information and advice.

Rents and Royalties (Item 8 of 1040). So-called "royalties" on books written or published by teachers may be earned income, and subject to the earned income credit. But the one published

ruling on this point draws a questionable distinction, and it is not possible to give reliable general advice. See Magill *op. cit.* *supra* at p. 146; and G. C. M. 236, VI-2 C. B. 27. Internal Revenue Code, §107, is a provision lessening the burden of income tax with respect to compensation for personal services covering a period of at least five calendar years, if not less than 95% of the compensation is paid only on completion of such services. The section, which is rather complicated, was printed in full in the *Bulletin*, February, 1940, p. 68. No rulings made under it have yet been published, but Regulations 103, §19.107-1, is the official commentary.

Business or Professional Income (Item 9 of 1040). This is not deemed of particular interest to professors.

Gain or Loss from Sale or Exchange of Capital Assets (Item 10 of 1040). See instructions for Form 1040, Specific Instructions, Instruction 10, as to capital gains and losses. Schedule F in the return blank furnishes a helpful guide in handling such items. It should be remembered that for an individual a loss is not deductible unless suffered (1) in trade or business, or (2) in a transaction entered into for profit, or (3) from fires, storms, shipwreck, or other like casualty, or from theft. Internal Revenue Code, §23 (e). It should also be noted that deductions may not be taken for losses from sales or exchanges of property directly or indirectly between members of a family. Internal Revenue Code, §24 (b) (1) (A) and (2) (D).

Other Income (Item 11 of 1040). See the heading *Annuities* above.

Deductions (Items 7-10 of 1040 A and 13-18 of 1040). Consult the instructions, Professor Magill's article already referred to, and G. C. M. 11654, XII-1 C. B. 250. In connection with the deduction for contributions to charities, etc. (Item 7 of 1040 A and Item 13 of 1040) the Supreme Court of the United States has held that in a joint return the 15% top limit is to be figured on the basis of the combined incomes, so that the excess contributions of a wife may constitute an available deduction if her husband's contributions fall short of his individual top limit, or *vice versa*. *Taft v. Helvering*, 61 S. Ct. 244 (1940). This case invalidates the contrary assertion of Regulations 103, §19.23(o)-1, and should be

referred to in any joint return claiming deduction for contributions by one spouse exceeding 15% of the net income of that spouse.

Computation of Tax (Items 12-22 of 1040 A and 21-36 of 1040). Most of these items require no special comment. They enable computation not only of the income tax but also of the supplementary defense tax, and thus give the aggregate amount due. The personal exemption of husband and wife making separate returns may be taken in full by either or divided between them. In this situation the taxpayers' object will be to produce the greatest saving. Since this exemption applies against surtax as well as normal tax, it should as a rule be used by that spouse whose income runs into the higher surtax bracket.

Harvard University Law School

J. M. MAGUIRE

ASSOCIATION NEWS

Institutions Removed from the Eligible List

The American Association of University Professors accepts members only from the faculties of colleges and universities on the Association's eligible list. Institutions are placed on the eligible list by action of the Association's Council. The list is made up primarily of institutions that have been accredited by an established accrediting agency. If and when an institution loses its accrediting, the Council of the Association considers the matter of its continuance on the eligible list.

On January 1, 1941 the Council voted to remove from the eligible list four institutions which had recently lost their accrediting. In the case of each of these institutions, there is evidence of unsatisfactory conditions of academic freedom and tenure. The four institutions affected by this Council action and the accrediting agency concerned in each case are as follows:

- Duquesne University, Pittsburgh, Pennsylvania (Middle States Association of Colleges and Secondary Schools)
- Louisiana State Normal College, Natchitoches, Louisiana (Southern Association of Colleges and Secondary Schools)
- New Mexico College of Agriculture and Mechanic Arts, State College, New Mexico (North Central Association of Colleges and Secondary Schools)
- Albany College, Portland, Oregon (Northwest Association of Secondary and Higher Schools)

The removal of an institution from the eligible list does not affect the rights of individual members of the Association on the faculty of the institution removed or their right to maintain an organized chapter; nor do members of the Association who accept positions on the faculty of an institution thus removed forfeit their membership. Such removal, however, means that until the institution is restored to the eligible list members of the faculty,

who are not already members of the Association, are ineligible for election to membership.

Council action in removing an institution from the eligible list following loss of accrediting is not to be confused with Association action in placing the administration of a college or a university on the Association's list of Censured Administrations, which action is taken only after careful investigation by the Association of specific complaints received and by vote of the Annual Meeting.

In the course of the Council discussion concerning the removal from the eligible list of the four institutions named above, the General Secretary reported that requests for Committee A investigations had been received from several members and former members of the faculties of Albany College, Duquesne University, and New Mexico College of Agriculture and Mechanic Arts, and that these complaints had been or were being carefully investigated.

Announcements

Washington, D. C.

A luncheon meeting of Association members in and near Washington, D. C., will be held on Saturday, March 15, at 1:00 P. M. at the Harrington Hotel.

The speaker will be Senator Elbert D. Thomas of Utah, who has been an Active Member of the Association since 1931. Senator Thomas will speak on "Academic Freedom in War Time."

Athens, West Virginia

Concord State Teachers College will be host at a regional meeting on Saturday, May 3. Professor B. L. Gumm of the host college is chairman of the committee on arrangements.

Regional Meetings

Des Moines, Iowa

The Iowa Conference of University Professors met on the afternoon of November 8, 1940 in Des Moines. Twenty persons were in attendance, representing the following institutions: Central, Coe, Cornell, Grandview, Grinnell, Iowa State, and Penn Colleges; and Drake, Dubuque, and Iowa State Universities.

Following several reports concerning chapter activities, Professor G. W. Martin, of the State University of Iowa, a member of the Council, spoke informally concerning the aims and tasks of the Association.

Chapter Activities

Atlanta University. The chapter held a number of meetings during the past year. The speakers and their topics were as follows: Professor D. Bellegarde, guest professor from Haiti, "The Status of Teachers in the Haitian School System;" Professor Ira DeA. Reid, a recent visitor to the West Indies and Africa, "The Festivals in Primitive Society;" Professor W. E. B. DuBois, "Research in the University;" Professor S. M. Nabrit, "Further Studies on Regeneration in Fundulus Embryos;" Professor Rushton Coulborn, "War and Its Causes;" and Dr. Rufus E. Clement, President of the University, "The Relationship of the American Association of University Professors to the University Administration."

Cornell University. "The Responsibility of a University to Provide Training for Democratic Living" was the topic of a panel discussion which was held by the chapter on the evening of November 28, following an informal dinner session. Professor Julian P. Bretz, serving as chairman of the panel, cited recent charges that American higher education had failed to educate for life in a democracy. He quoted the following statements from the latest report of President Seymour to the alumni of Yale University:

It is likely that the present emergency will revive faith in our American way of life and enthusiasm for its preservation and development. The universities must take the lead in this resurgence of conviction. . . . They have been the first to profit by the freedom and security proceeding from our American system. . . . No other contribution to national defense which we can make will be of equal importance.

The four speakers, in agreement on the responsibility, varied in their proposals regarding approaches to the problem. Professor John W. MacDonald of the Law School expressed the belief that the students of law should be taught that "change in a democratic society is inevitable." He stated that lawyers in general are conservative, objecting to any change in the law, and that students should be advised not to condemn a new law simply because it is a change. Citing his own activity in local politics, he further stated, "We have an obligation to enter practical affairs and enrich our teaching. We have to relate our teaching to life."

Dean S. C. Hollister of the College of Engineering recommended that the University "train broadly, with deep intellectual insight, with tolerant judgment, and teach the student to balance judgment through weighing issues, one against the other."

Professor G. E. Peabody of the College of Agriculture urged a course in citizenship at the University, and pointed out that Andrew D. White, the first president of Cornell, realized Cornell's responsibility to have such a study. Professor Peabody stated that the faculty is now available, and that students should know that "government has always been an experiment and that controls should be set up. Experiments should be well conceived and well executed."

Professor F. G. Marcham of the Department of History contrasted the student's social and athletic life in America with that in England. "The trend in the United States," he stated, "has been to let social life be almost exclusively individualized."

The discussion which followed centered on the problems of avoiding indoctrination and of the measurement of the values of democracy.

University of Kansas. The chapter held its annual meeting on the evening of December 4. The meeting was preceded by a

dinner with 43 persons in attendance. Professor H. C. Tracy presented a paper on "The Proposed Reorganization of the University Senate," in which he reported on the progress of the Senate Committee which had been appointed, at the request of Chancellor Malott, to study the organization and functions of the Senate. The work of the committee has barely begun, according to Professor Tracy, but he made some interesting suggestions with reference to possible means of promoting a greater measure of faculty participation in administrative matters.

Professor E. O. Stene presented an outline of the proposed retirement plan for the five state institutions of higher learning in Kansas. The plan, which was formulated at the request of the Board of Regents, is to be presented to the 1941 session of the State Legislature.

Smith College. The chapter held a dinner meeting on November 19 at the Hotel Northampton. There were 39 members of the Association present and two guests of the chapter: Dr. William C. DeVane, Dean of Yale College, and Dr. Herbert Davis, President of Smith College. Dr. DeVane addressed the group on the subject "Faculty Committees at Yale." He described the committees, their privileges and functions, their powers and limitations. Dr. DeVane stated that the American college is an excellent laboratory for the democratic process, wherein faculty members must not only rule but must also accept the responsibility of ruling.

Yankton College. The newly organized chapter held its first formal meeting on November 21. A dinner preceded the meeting which was attended by 26 persons including ten guests from the University of South Dakota Chapter. Other guests included the new president of Yankton College, Dr. J. L. McCorison, and Professor D. A. Worcester of the University of Nebraska, member of Committee E on Organization and Policy for that region. Greetings were extended by the Vice-President of the University of South Dakota, followed by a brief address by Dr. McCorison in which he outlined his educational philosophy and his conception

of the function of a liberal arts college in the western part of the country. He spoke of the desirability of regular reexaminations of curricula and methods and of his belief in giving emphasis to the humanities in general education. Professor Worcester discussed the work of the Association, placing special emphasis on the studies pertaining to cooperation in university government and policy.

EDUCATIONAL DISCUSSION

The Vichy Government and Education in France¹

By I. L. Kandel

The shadow of coming events had already fallen over French education several years before the recent collapse of France. The miasma of Fascism had begun to infect the minds of leaders who apparently professed to see no incompatibility between totalitarianism, which begins by exercising a despotism over the minds of men and then extends it over their bodies, and the ideals of French democracy. These leaders were ready to discard *Liberté, Egalité, Fraternité* for *Patrie, Famille, Travail*, even before the war broke out. As recently as 1930, Professor Carleton Hayes discussed in his detailed and fully documented book, "France, a Nation of Patriots," the intensive cult of patriotism in French schools. Four years later Marshal Pétain deplored the lack of patriotic training in French education and the absence of patriotic enthusiasm in French youth.

In an address at the fourteenth annual dinner of *La Revue des Deux Mondes* held on December 3, 1934, reported in a supplement of the same journal on December 15, 1934, Marshal Pétain, after tracing the history of the cult of patriotism in French schools after 1870, deplored the more recent tendency "to neglect and at times even to oppose instruction in patriotism." "Today," he went on to say, "our educational system pursues as the sole aim the development of the individual considered as an end in himself. The members of the teaching profession devote themselves quite openly to the end of destroying the state and society. Such are the teachers who bring up our sons in ignorance or contempt of their country." The adolescent who presented himself for military service came too often, he said, without any ideal and without enthusiasm. Marshal Pétain then proceeded to present a picture of what was being done in Italy, Germany and Russia, in each of

¹ Reprinted from *School and Society*, Vol. 52, No. 1355, December 14, 1940.

which "there are unfolded before our eyes the greatest educational experiments in history under the control of the state."

The Marshal then assured his audience that this was not the type of education that he proposed, and, after giving this assurance, proceeded to outline a system to which a Mussolini, a Hitler, a Stalin could raise no objections! "The important point in this educational policy is the action on youth by binding the school and army closely together." It is the task of education and of the army to develop physical strength, to forge the hearts and to mold the will. "The teacher, the professor, the officer participating in the same task, must be inspired by the same traditions and the same virtues." A virile doctrine, collective effort, national interest, the glories and destinies of the country can be promoted only by defining in detail the tasks of all under a supervised and controlled system of education for patriotism. On ground so prepared "the army, the crown of national education, would, with its lofty lessons of equality, solidarity, discipline and self-denial, come in its turn to sow the seeds of the welfare of society and the superior interest of the state."

School education is not enough; its results must be protected against external influences. "Public authorities command the power and means of propaganda needed—the press, the motion picture, the radio. It is their task to exercise supervision over society in the moral and social field, to stimulate the energy of the people in a healthy atmosphere and to give to all the people, together with greater well-being, a higher level of patriotic and moral education."

Three years later, in 1937, General Weygand developed the same ideas in more detail in a pamphlet, "Comment Élever Nos Fils?" He deplored the secularization of education and insisted on moral training through religion. More attention must be given to physical education and direct preparation for military service in schools, by approved societies and in military centers. Respect for authority must be cultivated. The peasant and artisan must be restored to their traditional position of honor. Youth must be brought up in devotion to a moral and national ideal, their bodies must be trained, as well as their intelligence and hearts, in order to generate that internal force which makes a man captain of his soul.

The cover of the pamphlet carries a picture of four boys in that pose with which Nazi and Fascist photographs of youth had already made the world familiar.

It is not necessary here to discuss the accuracy of the charges of Marshal Pétain and General Weygand that French education had failed to produce the kind of patriotism that they considered desirable. Their statements were called forth rather by the political activities of the leading teachers' organization, the *Syndicat des Instituteurs*, which for years had taken up a militant left-wing position in French politics. Year after year, at its annual conventions, the *Syndicat* had passed resolutions against the government in power, had advocated radical social reforms and had been strongly pacifist and international. This militancy was, however, never carried into the classroom; certainly no charges are on record that teachers made any attempts to indoctrinate their pupils with their views. Nevertheless, here were teachers as a body taking a definite stand on socio-political questions and not only aligning themselves but in some cases becoming affiliated through their association with the left-wing *Confédération Général du Travail*. On the educational side they stood in the main for a reorganization of the educational system—the *école unique*—which would provide an increase of educational opportunities. On the teaching of patriotism the only charge that could be brought against them was that they were strongly in favor of the elimination from the teaching of history and from history textbooks of all elements that would engender hostility to other nations and cultivate national aggressiveness. In this, however, they did not differ from most French citizens nor from the views of most governments since 1918. They looked for an era in which a new type of nationalism and a new international world might be developed. It is difficult to discover how many teachers in France followed the militancy of their organizations because they shared their political and social views, and how many retained their membership because they hoped that, through general pressure on the governments, certain long-overdue educational reforms could be secured.

The French situation raises an interesting and important question in educational politics which is not without relevance to the American scene. Those French teachers' organizations, which, in

the hope of securing educational reforms, took up a tendentious position on all political, social and economic issues, invited the strong opposition of reactionary forces, which, as a result of the debacle, are now in the saddle. It will be a long time before the control of education by these forces will be removed. England presents a different picture. There the largest teachers' organization, the National Union of Teachers, voted a few years ago against affiliation with any political group. The result has been that the teaching profession not only enjoys the confidence of the country and of all political parties, but is consulted on all educational issues by every political party when it is in power. Further, there is a settled principle that the teacher's political views, whether conservative, liberal or radical, are his own business, provided that he does not attempt to inject them into his teaching in the classroom.

The French situation is interesting from another point of view—the difficulty of evaluating current events. Few would have dreamed that the address of Marshal Pétain in 1934¹ or the pamphlet of General Weygand, as recently as 1937, forecast the shape of things to come so soon. Something might have been made, for example, of Mussolini's glowing tribute to M. Laval in 1935. In an interview with Jules Sauerwein, reported in *The New York Times*, October 7, 1935, the Duce said, "The hearts of our two peoples would revolt, if for any cause whatever a conflict should start between us. It is too monstrous to be imagined. I have confidence in France and I have confidence in Premier Laval whom I esteem and admire enormously." Events have proved that Mussolini had a right to have this confidence. The first stone had already been well and truly laid for the new edifice on which the inscription *Patrie, Famille, Travail* was to efface the inscription by which France brought a new hope for mankind throughout the world, *Liberté, Égalité, Fraternité*. Only those who really know France know that this new inscription is but temporary, and that the true French inscription will shine forth again with greater brightness because the French and humanity all over the world will have begun to realize its real meaning.

¹ The substance of this address appeared in the "Educational Yearbook, 1935," of the International Institute of Teachers College, Columbia University, pp. 213 ff., New York, 1935.

REVIEWS

What's Past Is Prologue: Reflections on My Industrial Experience, by Mary Barnett Gilson. New York: Harper and Brothers, 1940. Pp. xii, 307. \$3.00.

This book is largely Miss Gilson's own record of her industrial activities, particularly in the field of personnel adjustment. In an amazingly active career, the author, now of the Department of Economics of the University of Chicago, worked as librarian, sales girl, "vocational counselor" of workers, personnel manager, and in consulting, survey, and research work in labor relations. Her study of "Unemployment Insurance in Great Britain" is known to all students of labor problems. The most important part of her story, however, is concerned with her experience in industrial employment management in the Clothescraft Shops of the Joseph and Feiss Company in Cleveland. Converted to "scientific management" by Frederick Taylor in 1912, she carried his principles into the Cleveland plant, along with other principles, broader, more democratic and more humane than those commonly suggested by scientific management. Her account of the employment problems encountered and her way of meeting them should be of value to all who are interested in labor relations.

This book is, however, much more than a record of experiences in employment management. It is a rich, human story, with wise side-lights on many aspects of human life, including education as practiced in America—which Miss Gilson occasionally prods with a sharp rapier. As an illustration of this, take her reference to the Ph.D. as "a doctorate pinned on a man who has renounced the amenities and comforts of life, already the victim of occupational desiccation when he gets his medal." No matter what her job was, the author of this book saw not only the job, but all around the job. As projected in many passages in this book, Miss Gilson bears a likeness to Mark Twain—a disciplined Mark Twain—in the power, pungency, and humor with which she writes; in the sympathy with which she sees victims of injustice and misfortune,

and in the courage with which she espouses their cause; and in her shrewd debunking of pretense, hypocrisy, and snobbery. She has written an informing book, a wise book, an extraordinarily interesting book.

University of Kansas

JOHN ISE

As I Remember Him: The Biography of R. S., by Hans Zinsser. Boston: Little, Brown and Company, 1940. Pp. 443. \$2.75.

Months have passed since the appearance of Hans Zinsser's *As I Remember Him*, but it is still hard to find copies in the local library; and the flood of new biographies and autobiographies has not yet made it seem passé. Dr. Zinsser's device for describing himself as "R. S." (romantic self) tickled the fancy of readers and was novel enough to contribute much to the book's early and lasting popularity. The dramatic death of the author so soon after the appearance of the book in which he had described his own death-bed made still further appeal. These are all superficial claims upon popular attention and should be soon forgotten. There is, however, plenty of meat in the book that will remain fresh food for a good while to come. The factual material is far less important than the author's philosophical discussion of affairs in general, specifically of education in the field of medicine, various sciences, and in the liberal arts. Rather than review the book, we quote with the publisher's permission a generous extract from his discussion of the liberal college.

Serious educators are beginning to realize that the country might be better served by an improved high-school and a *Lycee*-like junior-college system leaving the universities to pursue their true functions with a minimum of rah-rah boys and sorority sisters. The period before us will be one of intensification and scholarly re-orientation. But, in the transition, a crushing task lies on the shoulders of the poor college president, for the corporations and trustees from whom he receives his portfolio—largely composed of bankers, merchants, and local Pooh-Bahs—have rarely sensed the change in the educational atmosphere, and expect of him the combined talents of the director of a biscuit factory and those of a great intellectual leader.

Let us examine his predicament. The lay college of cardinals endows its new pope with omnipotence, without being able to grant

him at the same time infallibility. Then what do they expect of him? He must supervise the wise distribution of an income of anywhere from two hundred and fifty thousand dollars to a million, or more. He must preside over the deliberations of faculties, discussing educational problems, economics, history, literature, languages, classics, mathematics, physics, chemistry, biology, medicine, law, engineering, theology, philosophy, and so on. He has riveted to his legs the academic balls and chains of business schools, schools of education (to teach teachers to teach teachers teaching), schools of journalism, advertising academies, and similar vocational callings foisted upon universities by well-meaning philanthropists. To these may be added, with the rising dignity of labor, graduate schools of taxidermy, plumbing, embalming, salesmanship, and chiropody. These he must so fit into the academic picture that they may do the least harm without breaking the deed of gift. He is chairman of all committees and administrative boards, which he must appoint with sagacity. He is court of last resort on all disciplinary measures of student body or faculty.... He must preside at commencements, alumni dinners, educational conventions, conclaves of a dozen varieties of visiting firemen, and make at least one speech a week, with new stories and profound and original theory; unless the occasion demands criticism—or prophecy—of domestic politics, European turpitude, or the future of democracy. He must be ready at any time to don his academic robes and by his *litteris*. . . *unanimi consensu et hoco poco academico* perform mediaeval rites.

Alone to make the speeches would drive most ordinary beings to schizophrenia, even if they did have willing members of a widely learned body to furnish apt citations from de Tocqueville, Voltaire, Diderot, Goethe, Condorcet, Kant, Schelling, Benjamin Franklin, Rousseau, or P. T. Barnum, as the occasion demanded....

By such things are many of our ablest presidents diverted from the questions that really matter—namely, the problems of readjustment, on the one hand, to the increasing mass of available knowledge, and, on the other, to the background of the civilization which it serves. The encouraging feature in the situation is the fact that, in spite of these handicaps, there are a number of strong personalities among our younger college heads who are primarily scholars, are alive to the changing trend, and may succeed, by working from within, in minimizing the emphasis on material expansion in favor of intellectual values.

Union College

BURGES JOHNSON

Legal Education in Colonial New York, by Paul M. Hamlin. New York: New York University Law Quarterly Review, 1940. Pp. xxv, 262, \$4.50.

Sir William Holdsworth, the distinguished historian of English Law, relates that while Blackstone's advanced program for a university legal education was not adopted by his countrymen in the 18th century, it was imported and implemented by Americans. Before the end of the century university professorships in English Law were established or projected at Yale, William and Mary, Harvard, University of Pennsylvania, and Columbia. Blackstone's lectures were taken as models of what university lectures on law should be. American legal literature also made a respectable showing alongside English books. Holdsworth quotes with approval Professor Thayer's statement that "we transplanted an English root, and nurtured and developed it, while at home it was suffered to languish and died down."

Legal Education in Colonial New York, by Mr. Hamlin, Director of Research in Colonial Laws and Institutions at New York University School of Law, presents the picture of legal training in New York from 1664 until after the Revolution in such detail and sharpness that Holdsworth's brief summary takes on substance and meaning. This is the first scholarly treatment of the subject—a subject that is of more than narrow pedagogical interest in view of the important rôle played by lawyers in colonial America. Following an introduction by Professor Joseph H. Beale of Harvard University, the book takes up in detail a description of the colonial barrister's education and clerkship, his curriculum, library facilities, the legal equipment of the bench, the college training of lawyers, and progress after the Revolution. The appendices contain much documentary material; especially interesting is the itemization of leading law libraries. The specialist should be grateful for the full bibliography.

New York University

MILTON R. KONVITZ

Publications Received

The Background for College Teaching, by Luella Cole. New York: Farrar and Rinehart, Inc., 1940. Pp. 616. \$3.50.

Co-ordinated Control of Higher Education, by Charles David Byrne. Stanford University: Stanford University Press, 1940. Pp. 150. \$2.75.

The Consumer and Defense, edited by Frances Hall. Ann Arbor: Edwards Brothers, Inc., 1940. Pp. 160. \$0.75.

Edwin A. Alderman, A Biography, by Dumas Malone. New York: Doubleday, Doran and Company, 1940. Pp. 392. \$3.50.

Eleven Twenty-Six, A Decade of Social Science Research, edited by Louis Wirth. Chicago: University of Chicago Press, 1940. Pp. 498. \$3.50.

Evaluating the Work of the School, edited by William C. Reavis. Chicago: University of Chicago Press, 1940. Pp. 236. \$2.00.

Guide to Library Facilities for National Defense, edited by Carl L. Cannon. Chicago: American Library Association, 1940. Pp. 235. \$1.25.

Matching Youth and Jobs, by Howard M. Bell. Washington: American Youth Commission, 1940. Pp. 279. \$2.00.

Oklahoma's Deficit, A Study in Financial Administration, by Findley Weaver. Norman: University of Oklahoma Press, 1940. Pp. 69.

Professional Education for Experienced Teachers, The Program of the Summer Workshop. Chicago: University of Chicago Press, 1940. Pp. 142. \$1.25.

Science, Philosophy and Religion: A Symposium. New York: Conference on Science, Philosophy and Religion, 1941. Pp. 443. \$1.50.

The Social Rôle of the Man of Knowledge, by Florian Znaniecki. New York: Columbia University Press, 1940. Pp. 212. \$2.50.

Speak Up for Democracy, by Edward L. Bernays. New York: The Viking Press, 1940. Pp. 128. \$1.00.

Student Personnel Services in Colleges and Universities, edited by John Dale Russell. Chicago: University of Chicago Press, 1941. Pp. 300. \$2.50.

Theories of Secondary Education in the United States, by Joseph Justman. New York: Bureau of Publications, Teachers College, Columbia University, 1940. Pp. 481. \$3.00.

ANNUAL REPORT OF THE TREASURER¹

Statement of Income and Expenditure, 1939-1940 (January 1 through December 31)

INCOME	1939	1940
Membership Dues.....	\$50,773.02	\$52,431.23 ²
Bulletin Sales.....	939.29	811.29
Advertising.....	118.63	298.88 ³
Interest.....	250.48	312.00 ⁴
Contributions.....	387.00	380.00
 Total Current Income.....	 \$52,468.42	 \$54,233.39
 EXPENDITURE		
Salary of General Secretary.....	\$ 7,500.00	\$ 7,500.00
Salary of Associate Secretary.....	1,875.01 ⁵	5,187.46
Salary of Editorial Assistant.....	958.35 ⁶
Salaries of Assistants.....	14,483.39	14,516.75
President's Office and Treasurer's Honorarium.....	460.18	534.55 ⁷
Stationery and Supplies (including printing and mimeographing).....	1,865.78	2,112.15
Telephone and Telegraph.....	352.75	422.07
Postage and Express.....	726.88	721.12
Rent.....	2,940.00	2,940.00
Taxes, Insurance, and Auditor.....	813.22	748.22 ⁸
Furniture and Equipment.....	263.22	359.10 ⁹
Bulletin Printing and Mailing.....	7,594.13	8,383.11 ¹⁰
Committee A Field.....	1,058.58	1,435.98 ¹¹
Committee E Field.....	349.14	223.16 ¹²
Committee G Field.....	57.10 ¹³
Committee T Field.....	100.00 ¹⁴
Other Committees (excluding A, E, G, Q, T) Field.....	202.08	352.03 ¹⁵
Annual Meeting Travel.....	550.52	390.50 ¹⁶
Council Travel.....	2,989.61	1,990.53 ¹⁷
Officers and Delegates Travel.....	219.49	184.22
American Council on Education.....	100.00	100.00
 Total Current Expenditure.....	 \$45,302.33	 \$48,258.05
Surplus.....	7,166.09	5,975.34
Cost per Member.....	3.03	3.10

Summary of Assets and Liabilities, 1940

Checking Account:¹⁷

Balance, January 1, 1940.....	\$ 562.24
Added: Current Income.....	<u>54,233.39</u>
	<u><u>\$54,795.63</u></u>

Less: Expenditures for 1940.....	48,258.05
Transfer to Savings Accounts.....	<u>4,500.00</u>
	<u><u>52,758.05</u></u>

Balance, December 31, 1940.....	\$ 2,037.58
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Savings Accounts:¹⁷

Balance, January 1, 1940.....	\$16,650.00
Deposited during 1940.....	<u>7,000.00</u>
	<u><u>23,650.00</u></u>

Withdrawn during 1940.....	<u>2,500.00</u>
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Balance, December 31, 1940.....	\$21,150.00
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Committee T Grant:¹⁷

Balance, January 1, 1940.....	\$ 29.93
Less: Expenditures for 1940.....	<u>29.93</u>
	<u><u>.....</u></u>

Balance, December 31, 1940.....
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Committee Q Grant:¹⁷

Balance, January 1, 1940.....	\$ 611.01
(No expenditures for 1940).....	<u>.....</u>
	<u><u>\$ 611.01</u></u>

Life Membership Fund:¹⁷

Balance, January 1, 1940.....	\$ 1,474.34
Added in 1940.....	<u>77.72</u>
Interest added.....	<u>23.07</u>
	<u><u>.....</u></u>

Total.....	1,575.13
Transferred to Current Income.....	<u>185.00</u>
	<u><u>.....</u></u>

Balance, December 31, 1940.....	\$ 1,390.13
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Total Assets.....	<u><u>\$25,188.72</u></u>
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The accounts of the Association for 1940 have been duly audited by Professor R. N. Owens, C. P. A., of the George Washington University.

Explanatory Notes

It should be understood that the allowances for committee field work cover only those expenses the committees incur outside the Association's Washington office, including travel expenses, legal advice, postage, and stenographic assistance. A large part of the expenses of the Washington office listed in this report as telephone and telegraph, stationery and supplies, salaries of assistants, and salaries of the General Secretary and of the Associate Secretary represent expenditures and services devoted to the work of these committees, particularly to that of Committee A on Academic Freedom and Tenure.

- ¹ Presented at the Council meeting January 1, 1941, using estimated figures.
- ² Increase due to larger membership.
- ³ Increase due to increased advertising in Bulletin.
- ⁴ Increase due to increased savings accounts.
- ⁵ Represents salary of Associate Secretary for 4 $\frac{1}{2}$ month period.
- ⁶ Position discontinued.
- ⁷ Increase due to increased correspondence by president's office.
- ⁸ Decrease due to new exemptions allowed in D. C. Unemployment Compensation tax and to reduction in rate of tax.
- ⁹ Purchase of additional furniture for Washington office.
- ¹⁰ Increase in size of Bulletin in 1940.
- ¹¹ Increase due to conference with representatives of Association of American Colleges to complete the statement of principles on academic freedom and tenure.
- ¹² Total amount requested by members of Committee E on Organization and Conduct of Chapters.
- ¹³ Special allowance to complete work of Committee G on Author-Publisher Contracts.
- ¹⁴ Allowance to permit special activity by Committee T on Place and Function of Faculties in College and University Government.
- ¹⁵ Increase due to fact that Committee O on Organization and Policy held a meeting in 1940 and not in 1939.
- ¹⁶ Decrease due to fact that transportation costs incident to Annual Meeting held in Chicago were not as large as those for New Orleans meeting in 1939.
- ¹⁷ The Savings Accounts and the Life Membership Fund are deposited in the Harvard Trust Company of Cambridge, Massachusetts. The checking account and the committee grants are deposited in the American Security & Trust Company of Washington, D. C.

FLORENCE P. LEWIS, *Treasurer*

CONSTITUTION

Article I—Name and Object

1. The name of this Association shall be the American Association of University Professors.
2. Its object shall be to facilitate a more effective cooperation among teachers and investigators in universities and colleges, and in professional schools of similar grade, for the promotion of the interests of higher education and research, and in general to increase the usefulness and advance the standards and ideals of the profession.

Article II—Membership

1. There shall be four classes of membership: Active, Junior, Associate, and Emeritus.
2. Active Members. Any university or college teacher or investigator who holds a position of teaching or research in a university or college in the United States or Canada, or in the discretion of the Council, in an American-controlled institution situated abroad, or in a professional school of similar grade, may be nominated for Active membership in the Association.
3. Junior Members. Any person who is, or within the past five years has been, a graduate student may be nominated for Junior membership. Junior Members shall be transferred to Active membership as soon as they become eligible.
4. Associate Members. Any member who ceases to be eligible for Active or Junior membership, because his work has become primarily administrative, may be transferred with the approval of the Council to Associate membership.
5. Emeritus Members. Any Active Member retiring for age from a position in teaching or research may be transferred, at his own request and with the approval of the Council, to Emeritus membership.
6. Associate, Emeritus, and Junior Members shall have the

right of attendance at annual meetings of the Association without the right to vote or hold office.

7. The Council shall have power to construe the foregoing provisions governing eligibility for membership.

Article III—Officers

1. The officers of the Association shall be a President, a First Vice-President, a Second Vice-President, a General Secretary, and a Treasurer.

2. The term of office of the President and the Vice-Presidents shall be two years, that of the elective members of the Council three years, ten elective members retiring annually. The terms of office of the President, the Vice-Presidents, and of the members of the Council shall expire at the close of the last session of the Annual Meeting, or if a meeting of the Council is held after and in connection with the Annual Meeting, at the close of the last session of the Council, or thereafter on the election of successors.

3. The President, the Vice-Presidents, and the elective members of the Council shall be elected by a majority vote of the Active Members present and voting at the Annual Meeting. Where there are more than two nominees for any office, the vote for that office shall be taken in accordance with the "single transferable vote" system, *i. e.*, on each ballot the member or delegate casting it shall indicate his preference by the numbers 1, 2, 3, etc., before the names of the nominees for each office; and in case no nominee receives a majority of first choices, the ballots of whichever nominee for a particular office has the smallest number of first choices shall be distributed in accordance with the second choices indicated in each ballot; and thus the distribution of ballots for each office shall proceed until for each office one nominee secures a majority of the votes cast, whereupon such nominee shall be declared elected. On the request of one-fifth of the Active Members present and voting a proportional vote shall be taken in the manner prescribed in Article X. The General Secretary and the Treasurer shall be elected by the Council. The Council shall have power to remove the General Secretary or the Treasurer on charges or on one year's notice. The President, Vice-Presidents, and the retiring elective

members of the Council shall not be eligible for immediate re-election to their respective offices. In case of a vacancy in the office of President, the First Vice-President shall succeed to the office. In case of a vacancy in any other office, the Council shall have power to fill it until the next Annual Meeting and such an appointee shall be eligible for continuance by election at that time.

Article IV—Election of Members

1. There shall be a Committee on Admission of Members, the number and mode of appointment of which shall be determined by the Council.
2. Nominations for Active and Junior membership may be made to the General Secretary of the Association by any one Active Member of the Association.
3. It shall be the duty of the General Secretary to publish every nomination in the next following issue of the *Bulletin* of the Association, and to transmit it to the Committee on Admission of Members.
4. All persons receiving the affirmative vote of two-thirds of the members of the Committee on Admission of Members shall become members of the Association upon payment of the annual dues. No nomination shall be voted on, however, within thirty days after its publication in the *Bulletin*.

Article V—The Council

1. The President, the Vice-Presidents, and the General Secretary, together with the three latest living ex-Presidents, shall, with thirty elective members, constitute the Council of the Association, in which the responsible management of the Association and the control of its property shall be vested. On recommendation of the Council a former General Secretary of the Association who has held that position for ten years or more may by vote of the Association at the Annual Meeting be elected a life member of the Council. The President shall act as chairman of the Council. It shall have power to accept gifts of funds for endowment or current expenditures of the Association.
2. The Council shall be responsible for carrying out the general

purposes of the Association as defined in the Constitution. It shall deal with questions of financial or general policy, with the time, place, and program of the Annual Meeting and of any special meetings of the Association. It shall publish in the *Bulletin* a record of each Council meeting. It shall have authority to delegate specific responsibility to an Executive Committee of not less than six members including the President and the First Vice-President, and to appoint other committees to investigate and report on subjects germane to the purposes of the Association. (See By-Law 9.)

3. Meetings of the Council shall be held in connection with the Annual Meeting of the Association and at least at one other time during each year. The members present at any meeting duly called shall constitute a quorum. The Council may also transact business by letter ballot.

Article VI—By-Laws

By-Laws may be adopted at any Annual Meeting of the Association to become effective at the close of the last session of the Annual Meeting which enacted them.

Article VII—Dues, Termination of Membership

1. Each Active Member shall pay four dollars and each Associate or Junior Member shall pay three dollars to the Treasurer as annual dues.

2. Emeritus Members shall pay no dues.

3. Non-payment of dues by an Active, Associate, or Junior Member for two years shall terminate membership, but in such a case a member may be reinstated by the Council on payment of arrears.¹

4. For proper cause a member may be suspended, or his membership may be terminated, by a two-thirds vote of the Council at any regular or special meeting; but such member shall be notified of the proposed action, with the reasons therefor, at least four

¹ It has been voted by the Council that the *Bulletin* be discontinued at the end of one year and that, in case of subsequent reinstatement, payment be required for that year only.

weeks in advance of the meeting and shall be given a hearing if he so requests.

5. A member desiring to terminate his membership may do so by a resignation communicated to the General Secretary.

Article VIII—Periodical

The periodical shall be under the editorial charge of a committee appointed by the Council; copies of it shall be sent to all members.¹

Article IX—Amendments

1. The Constitution may be amended by a two-thirds vote of the Active Members present and voting at any Annual Meeting, provided that on the request of one-fifth of these members a proportional vote shall be taken in a manner provided in Article X; and provided further that written notice of any proposed amendment shall be sent to the General Secretary by five members of the Association not later than two months before the Annual Meeting.

2. It shall be the duty of the General Secretary to send a copy of all amendments thus proposed to the members of the Association at least one month before the Annual Meeting.

Article X—Annual Meeting

The Association shall meet annually at such time and place as the Council may select. The Active and Junior Members of the Association in each Chapter may elect one or more delegates to the Annual Meeting. At the Annual Meeting all members of the Association shall be entitled to the privileges of the floor, but only Active Members to a vote. Questions shall ordinarily be determined by majority vote of the Active Members present and voting, but on request of one-fifth of these members a proportional vote shall be taken. When a proportional vote is taken, the accredited delegates from each Chapter shall be entitled to a number of votes equal to the number of Active Members in their respective Chapters, but any other Active Member not included in a Chapter thus

¹ By vote of the Council, Emeritus members who pay no dues may receive the *Bulletin* at a special rate of \$1.00 a year.

represented shall be entitled to an individual vote. In case a Chapter has more than one delegate, the number of votes to which it is entitled shall be equally divided among the accredited delegates present and voting. The manner of voting at a special meeting of the Association shall be the same as for the Annual Meeting.

Article XI—Chapters

Whenever the Active Members in a given institution number seven or more, they may constitute a Chapter of the Association. Each Chapter shall elect annually a President, a Secretary, and a Treasurer (or Secretary-Treasurer), and such other officers as the Chapter may determine. It shall be the duty of the Secretary of the Chapter to report to the General Secretary of the Association the names of the officers of the Chapter.

By-Laws

1. *Nomination for Office.*—After each Annual Meeting but not later than May 1, the President shall appoint, by and with the advice and consent of the Council, a committee of not less than three members, not officers or other members of the Council, to present nominations for the offices to be filled at the next Annual Meeting. Before submitting his nominations for the Nominating Committee to the Council for approval the President shall in a Council letter invite suggestions in writing from the members of the Council as to the membership of the Committee. In carrying on its work, the Committee shall seek advice from members of the Association, and shall, unless otherwise directed by the Council, hold a meeting at Association expense to complete its list of nominees.

For the purpose of securing suggestions for Council nominations, blank forms will be sent out to all members in January, to be returned to the Washington office for tabulation and reference to the Nominating Committee, each form to be filled in with the name of an Active Member connected with an institution located in that one of ten designated geographical districts formed on the basis of approximately equal Active membership, in which the member submitting the name resides. After receiving the tabu-

lated list, the Nominating Committee, giving due regard to fields of professional interest, types of institutions, and suggestions received from members, shall prepare a list of twenty nominees for Council membership, two from each of the ten districts, provided that, before the inclusion of the names on the list of nominees, the consent of the nominees is secured.

The ten districts are now as follows:

- District I: Maine, N. H., Vt., Mass., R. I., Nova Scotia, Quebec.
- District II: Conn., New York City, N. J.
- District III: Rest of N. Y., Eastern Pa. (including Wilson College on western border), Ontario.
- District IV: Md., Del., D. C., Va., Western Pa. (including Pennsylvania State College on eastern border).
- District V: Ohio, Mich.
- District VI: W. Va., N. C., S. C., Ky., Tenn., La., Miss., Ala., Ga., Fla., Puerto Rico.
- District VII: Ind., Ill., Wis.
- District VIII: Mo., Iowa, Minn., N. Dak., S. Dak., Mont., Manitoba, and Alberta.
- District IX: Ark., Texas, Okla., Kans., Nebr., Wyo., Colo., N. Mex.
- District X: Ariz., Utah, Nev., Idaho, Wash., Oreg., Calif., Hawaii, British Columbia.

Changes in this list may be made by regular By-Law amendment or by Council action.

Nominations made by the Nominating Committee shall be reported to the General Secretary not later than September first. Nominations for members of the Council may also be made by petitions signed by not less than fifty Active Members of the Association resident within the district from which the Council member is to be chosen, provided that in determining the required number of signatures not more than ten of those signing a nominating petition shall be members of a single chapter. Nominations for the Presidency and the Vice-Presidencies may also be made by petition signed by not less than 150 Active Members of the Association, provided that in determining the required number

of signatures not more than 15 of those signing the petition shall be members of a single chapter and not more than 90 shall be members of a single district. No member shall sign more than one petition. Petitions presenting nominees shall be filed in the office of the General Secretary not later than November fifteenth. The names of the persons nominated by the Nominating Committee, together with a brief biography of each nominee, shall be printed in the October number of the *Bulletin*. The names of all nominees, including those nominated by the Nominating Committee, together with a brief biography of each nominee and a statement of the method of his nomination, shall be printed in the December number of the *Bulletin*. The General Secretary shall prepare printed official ballots containing the names and brief biographies of all nominees, and in each case a statement of the method of nomination, for use at the Annual Meeting. Should the Annual Meeting be scheduled for October or November instead of for December, the Nominating Committee shall report to the General Secretary not later than May 1 for publication in the June and October issues of the *Bulletin* and nominations by petition shall be filed not later than September 15 for publication in the October *Bulletin*.

At the Annual Meeting, the nominations made in accordance with the foregoing procedure shall be voted upon by means of the official ballots, and no other nominations shall be permitted. The vote shall be taken in accordance with the provisions of Article III, Section 3 of the Constitution. The President shall have power to appoint official tellers to count the votes and report the result to the Annual Meeting. After the tellers have made their report they shall file the ballots cast with the General Secretary, who shall keep them in the files of the Association for a period of at least one year. The Council of the Association shall have power to order a recount by a special committee appointed for the purpose whenever in the discretion of the Council such a recount seems advisable because of doubt as to the accuracy of the tellers' canvass of the ballots; and on the basis of such recount the Council shall have power to declare the final result of the voting.

2. *Council Meetings.*—A special meeting of the Council shall be called by the President on the written request of at least eight mem-

bers of the Council and notice of such meetings shall be mailed to every member two weeks in advance.

3. *Fiscal Year.*—The fiscal year of the Association shall extend from January 1 to December 31 of each year, inclusive.

4. *Chapters.*—The Council may allow the establishment in an institution of more than one Chapter if such action is deemed necessary on account of the geographical separation of different parts of the institution.

A Chapter may invite to its meetings any person it desires who is not eligible for membership, such as administrative officers, those whose work cannot be classified as teaching or research, or members of the Association who are not members of the Chapter. It may establish annual dues of one dollar or less. A Chapter may exclude from Chapter meetings a member who has failed, after suitable notice, to pay lawfully established Chapter dues. If it seems desirable, a Chapter may meet with other chapters and with other local organizations.

Chapters should not as such make recommendations to administrative officers of their institutions on matters of individual appointment, promotion, or dismissal. In local matters which would ordinarily come before the faculties for action, members of Chapters should in general act as members of faculties rather than in the name of the Chapter; but the Chapters as such may make recommendations to the faculty concerned.

5. *General Secretary.*—The General Secretary shall carry on the work of the Association and the Council under the general direction of the President, preparing the business for all meetings and keeping the records thereof. He shall conduct correspondence with the Council, Committees, and Chapters of the Association. He shall collect the membership dues and any other sums due the Association and transfer them to the Treasurer. He shall have charge of the office of the Association and be responsible for its efficient and economical management. He shall be a member of the editorial committee of the official periodical. He may with the approval of the President delegate any of these duties to an Associate Secretary or Assistant Secretary appointed by the Council for that purpose.

6. *Treasurer.*—The Treasurer shall receive all moneys and de-

posit the same in the name of the Association. He shall invest any funds not needed for current disbursements, as authorized by the Council or the Executive Committee. He shall pay all bills when approved as provided in By-Law 8. He shall make a report to the Association at the Annual Meeting and such other reports as the Council may direct. He may with the approval of the Council authorize an Assistant Treasurer to act in his stead.

7. *Salaries: Sureties.*—The General Secretary, the Associate or Assistant Secretary, and the Treasurer shall be paid salaries determined by the Council and shall furnish such sureties as the Council may require.

8. *Payments.*—Bills shall be approved for payment by the General Secretary or in his absence by the President or Vice-President. Every bill of more than \$100 shall require the approval of two of these officers. Any bill not falling within the budget for the year shall require authorization by the Executive Committee.

9. *Executive Committee.*—The Executive Committee shall be appointed by the President by and with the advice and consent of the Council. Before submitting his nominations to the Council for approval the President shall give the members of the Council an opportunity to submit in writing their suggestions as to the membership of the Committee. The Executive Committee shall have immediate supervision of the financial management of the Association, employing an auditor annually and making investment of surplus funds, to be reported to the Council. It shall be responsible for approval of the budget prepared by the General Secretary and the Treasurer and for such other matters as may be referred to it by the Council. Meetings of the Committee may be held at the call of the President as its chairman.

COMMITTEES FOR 1941

COMMITTEE A

Academic Freedom and Tenure

Chairman, W. T. LaPrade (History), Duke University

Frederick S. Deibler (Economics), Northwestern University
William M. Hepburn (Law) }
Ralph E. Himstead (Law) } *Secretaries, Washington office*
J. M. Maguire (Law), Harvard University, *Legal Adviser*
John Q. Stewart (Physics), Princeton University

Associate Members

Eastern:

Elliott E. Cheatham (Law), Columbia University
Thomas D. Cope (Physics), University of Pennsylvania
A. O. Lovejoy (Philosophy), Johns Hopkins University

Central:

William E. Britton (Law), University of Illinois
A. C. Cole (History), Western Reserve University
DR Scott (Economics), University of Missouri
Quincy Wright (Political Science), University of Chicago

Southern:

William M. Hepburn (Law), University of Alabama
W. D. Hooper (Latin), University of Georgia
S. A. Mitchell (Astronomy), University of Virginia

Western:

A. M. Kidd (Law), University of California
F. M. Padelford (English), University of Washington
R. C. Tolman (Chemistry), California Institute of Technology

COMMITTEE B

Freedom of Speech

Chairman, A. J. Carlson (Physiology), University of Chicago

Zechariah Chafee, Jr. (Law), Harvard University
W. W. Cook (Law), Northwestern University
A. O. Lovejoy (Philosophy), Johns Hopkins University

COMMITTEE C
International Relations

*Chairman, S. P. Duggan, Institute of International Education,
 New York City*

- R. L. Buell, Foreign Policy Association, New York City
 L. P. Chambers (Philosophy), Washington University (St. Louis)
 Paul H. Douglas (Economics), University of Chicago
 Ross A. McFarland (Psychology), Harvard University
 Eliot G. Mears (International Trade), Stanford University
 L. S. Rowe, Pan American Union, Washington, D. C.
 Quincy Wright (Political Science), University of Chicago

COMMITTEE D
Educational Standards

Chairman, Fernandus Payne (Zoology), Indiana University

(Personnel will be announced later.)

COMMITTEE E

Chairman, G. H. Ryden (History), University of Delaware

Region 1, George B. Franklin (English), Boston University: the New England States, Nova Scotia, and New Brunswick.

Region 2, Graydon S. De Land (Romance Languages), Colgate University: New York, Quebec, and Ontario. Joseph Allen (Mathematics), City College, Associate for metropolitan area of New York City.

Region 3, F. J. Tschan (History), Pennsylvania State College: New Jersey and Pennsylvania.

Region 4, R. N. Owens (Accounting), George Washington University: Delaware, Maryland, District of Columbia, Virginia, and West Virginia.

Region 5, E. L. Vance (Journalism), Florida State College for Women: North Carolina, South Carolina, Georgia, Florida, and Puerto Rico.

Region 6, Nicholas Mogendorff (Botany), University of Toledo: Michigan and Ohio.

Region 7, J. M. Hughes (Education), Northwestern University: Indiana, Illinois, and Wisconsin.

Region 8, William M. Hepburn (Law), University of Alabama: Kentucky, Tennessee, Alabama, Mississippi, and Louisiana.

Region 9, C. F. Littell (History and Political Science), Cornell College: Minnesota, Iowa, Missouri, and Manitoba.

Region 10, D. A. Worcester (Psychology), University of Nebraska: North Dakota, South Dakota, Nebraska, and Kansas.

Region 11, E. J. Lund (Zoology), University of Texas: Arkansas, Oklahoma, and Texas.

Region 12, A. S. Merrill (Mathematics), Montana State University: Montana, Idaho, Eastern Washington, Saskatchewan, and Alberta.

Region 13, F. E. E. Germann (Chemistry), University of Colorado: Wyoming, Colorado, Utah, and New Mexico.

Region 14, Henry K. Benson (Chemistry), University of Washington: Western Washington, Oregon, and British Columbia.

Region 15, Ralph H. Lutz (History), Stanford University: Nevada, Northern California, and Hawaii.

Region 16, Waldemar Westergaard (History), University of California at Los Angeles: Arizona and Southern California.

COMMITTEE F

Admission of Members

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B. W. Kunkel (Biology), Lafayette College

A. Richards (Zoology), University of Oklahoma

Richard H. Shryock (History), University of Pennsylvania

W. O. Sypherd (English), University of Delaware

F. J. Tschan (History), Pennsylvania State College

COMMITTEE G

Author-Publisher Contracts

Chairman, J. M. Cormack (Law), University of Southern California

P. L. Windsor (Library Science), University of Illinois

A. B. Wolfe (Economics), Ohio State University

COMMITTEE I

Professional Ethics

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Henry Crew (Physics), Northwestern University

G. W. Cunningham (Philosophy), Cornell University

John Dewey (Philosophy), Columbia University

W. B. Munro (History and Government), California Institute of Technology

E. A. Ross (Sociology), University of Wisconsin

J. H. Tufts (Philosophy), University of Chicago

COMMITTEE J

Relation of Junior Colleges to Higher Education

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W. C. Eells, American Association of Junior Colleges, Washington, D. C.

L. V. Koos (Education), University of Chicago

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Chairman, L. S. Rowe, Pan American Union, Washington, D. C.

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 S. P. Capen, Chancellor, University of Buffalo
 I. J. Cox (History), Northwestern University
 S. P. Duggan, Institute of International Education, New York City
 John D. Fitz-Gerald (Romance Philology), University of Arizona
 J. D. M. Ford (Romance Languages), Harvard University
 Clarence H. Haring (Latin-American History), Harvard University
 H. G. James, President, Ohio University
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 L. G. Moffatt (Romance Languages), University of Virginia
 E. A. Ross (Sociology), University of Wisconsin
 Arturo Torres-Rioseco (Spanish), University of California

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- William M. Hepburn (Law), University of Alabama
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 Kirk H. Porter (Political Science), State University of Iowa
 F. J. Tschan (History), Pennsylvania State College

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 S. S. Huebner (Finance), University of Pennsylvania
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 Merle C. Coulter (Botany), University of Chicago
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 Hardin Craig (English), Stanford University
 R. A. Gortner (Agriculture), University of Minnesota
 Harold Hotelling (Economics), Columbia University
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 Ida Jewett (English), Columbia University
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 F. H. Reinsch (German), University of California at Los Angeles
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Encouragement of University Research

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Library Service

Chairman (awaiting appointment)

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 R. J. Kerner (History), University of California
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 W. O. Sypherd (English), University of Delaware
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H. S. Conard (Botany), Grinnell College
J. A. Leighton (Philosophy), Ohio State University
George H. Sabine (Philosophy), Cornell University
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H. M. Gray (Economics), University of Illinois
Mark H. Ingraham (Mathematics), University of Wisconsin
Ralph H. Lutz (History), Stanford University
S. A. Mitchell (Astronomy), University of Virginia

COMMITTEE Z**Economic Welfare of the Profession**

(Personnel will be announced later.)

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American Association for the Advancement of Science: Henry Crew (Physics), Northwestern University; S. A. Mitchell (Astronomy), University of Virginia.

National Research Council: A. O. Leuschner (Astronomy), University of California.

American Documentation Institute: A. C. Wilgus (History), George Washington University.

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January 1, 1941

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Alabama State Teachers College, Jacksonville, Ala. Active 1.
Alabama State Teachers College, Troy, Ala. Active 1.
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118 AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

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Clark University, Worcester, Mass. Active 8.
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Clemson Agricultural College, Clemson, S. C. Active 1.
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- Connecticut State Teachers College, New Haven, Conn. Active 1.
- Connecticut, Teachers College of, New Britain, Conn. Active 2.
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- Dillard University, New Orleans, La. Active 1.
- Dominican College of San Rafael, San Rafael, Calif. Active 1.
- Drake University, Des Moines, Iowa. Chapter Officers: A. J. Rider, *Pres.*; L. O. Yoder, *Sec.* Active 33.
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- Drury College, Springfield, Mo. Active 8.
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120 AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

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Greensboro College, Greensboro, N. C. Active 2.
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Guilford College, Guilford College, N. C. Active 4.
- Hahnemann Medical College, Philadelphia, Pa. Active 4.
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Harvard University, Cambridge, Mass. Chapter Officers: A. N. Holcombe, *Pres.*; C. C. Brinton, *Sec.* Active 141.
Hastings College, Hastings, Nebr. Chapter Officers: David Dykstra, *Pres.*; G. W. Lindberg, *Sec.* Active 13.
Haverford College, Haverford, Pa. Chapter Officers: William Reitzel, *Pres.*; M. V. Melchior, *Sec.* Active 19.
Hawaii, University of, Honolulu, Hawaii. Active 17.
Heidelberg College, Tiffin, Ohio. Chapter Officers: G. A. Stinchcomb, *Pres.*; Jesse Pierce, *Sec.* Active 9.
Henderson State Teachers College, Arkadelphia, Ark. Chapter Officers: J. A. Hamilton, *Pres.*; H. E. Matthew, *Sec.* Active 8.
Hendrix College, Conway, Ark. Active 3.
Hillsdale College, Hillsdale, Mich. Chapter Officer: H. M. Davidson, *Pres.* Active 4.
Hiram College, Hiram, Ohio. Chapter Officers: J. S. Kenyon, *Pres.*; L. E. Cannon, *Sec.* Active 7.
Hobart College, Geneva, N. Y. Chapter Officers: A. L. Harris, *Pres.*; C. B. Taylor, *Sec.* Active 32.
Hofstra College, Hempstead, N. Y. Chapter Officers: R. P. Ludlum, *Pres.*; Helen K. Wallace, *Sec.* Active 7.
Hollins College, Hollins, Va. Chapter Officer: E. M. Smith, *Pres.* Active 9.
Hood College, Frederick, Md. Chapter Officers: W. C. Neely, *Pres.*; Lilah R. Gaut, *Sec.* Active 38.
Hope College, Holland, Mich. Active 2.
Houghton College, Houghton, N. Y. Active 1.
Howard College, Birmingham, Ala. Active 10.
Howard University, Washington, D. C. Chapter Officers: R. W. Logan, *Pres.*; Madeline Kirkland, *Sec.* Active 40.
Hunter College, New York, N. Y. Chapter Officers: A. L. Woehl, *Pres.*; Abbie T. Scudi, *Sec.* Active 159; Junior 1.
Huron College, Huron, S. Dak. Active 2.

Idaho State Normal School, Lewiston, Idaho. Active 7.
Idaho, University of, Moscow, Idaho. Chapter Officers: W. E. Folz, *Pres.*; Louise Stedman, *Sec.* Active 40. **Southern Branch**, Pocatello, Idaho. Chapter Officers: R. I. Watson, *Pres.*; C. G. Laird, *Sec.* Active 23.
Illinois College, Jacksonville, Ill. Active 5.
Illinois Institute of Technology, Chicago, Ill. Active 18.
Illinois State Normal University, Normal, Ill. Chapter Officers: C. A. Harper, *Pres.*; Bertha Royce, *Sec.* Active 70.
Illinois State Normal University (Southern), Carbondale, Ill. Chapter Officers: Vera Peacock, *Pres.*; Madge Troutt, *Sec.* Active 72.
Illinois State Teachers College (Eastern), Charleston, Ill. Chapter Officers: H. C. Olsen, *Pres.*; G. H. Seymour, *Sec.* Active 25.
Illinois State Teachers College (Northern), De Kalb, Ill. Chapter Officers: E. C. O. Beatty, *Pres.*; H. W. Gould, *Sec.* Active 43.
Illinois State Teachers College (Western), Macomb, Ill. Chapter Officer: DeForest O'Dell, *Pres.* Active 14.
Illinois, University of, Urbana, Ill. Chapter Officers: H. W. Holt, *Pres.*; E. W. McDiarmid, Jr., *Sec.* Active 113; Junior 3.

Illinois Wesleyan University, Bloomington, Ill. Chapter Officers: W. E. Schultz, *Pres.*; Mildred Hunt, *Sec.* Active 9.
Indiana State Teachers College, Terre Haute, Ind. Chapter Officers: Sara K. Harvey, *Pres.*; Anne M. Lee, *Sec.* Active 50.
Indiana University, Bloomington, Ind. Chapter Officers: A. L. Prickett, *Pres.*; Jane Fox, *Sec.* Active 152; Junior 1.
Institute for Advanced Study, Princeton, N. J. Active 5.
Intermountain Union College, Billings, Mont. Active 2.
Iowa State College of Agriculture and Mechanic Arts, Ames, Iowa. Chapter Officers: J. A. Vieg, *Pres.*; G. J. Goodman, *Sec.* Active 95; Junior 2.
Iowa State Teachers College, Cedar Falls, Iowa. Chapter Officers: M. R. Beard, *Pres.*; Amy F. Arey, *Sec.* Active 13.
Iowa State University of, Iowa City, Iowa. Chapter Officers: S. G. Winter, *Pres.*; A. T. Craig, *Sec.* Active 105; Junior 2.
Iowa Wesleyan College, Mt. Pleasant, Iowa. Active 7.

James Millikin University, Decatur, Ill. Chapter Officers: M. E. Robinson, *Pres.*; R. R. Palmer, *Sec.* Active 16.
Jamestown College, Jamestown, N. Dak. Active 2.
John B. Stetson University, De Land, Fla. Active 7.
John Carroll University, Cleveland, Ohio. Active 6.
Johns Hopkins University, Baltimore, Md. Chapter Officer: A. W. Freeman, *Pres.* Active 57.
Judson College, Marion, Ala. Active 2.
Junista College, Huntingdon, Pa. Active 1.

Kalamazoo College, Kalamazoo, Mich. Active 4.
Kansas State College of Agriculture and Applied Science, Manhattan, Kans. Chapter Officers: Fritz Moore, *Pres.*; E. J. Wimmer, *Sec.* Active 47.
Kansas State College, Fort Hays, Hays, Kans. Active 7.
Kansas State Teachers College of Emporia, Emporia, Kans. Chapter Officers: John Breukelman, *Pres.*; H. E. Dewey, *Sec.* Active 46.
Kansas State Teachers College, Pittsburg, Kans. Chapter Officers: Ernest Bennett, *Pres.*; Mary E. Cochran, *Sec.* Active 33.
Kansas, University of, Lawrence, Kans. Chapter Officers: C. D. Clark, *Pres.*; A. W. Davidson, *Sec.* Active 80.
Kansas City, University of, Kansas City, Mo. Chapter Officers: S. E. Ekblaw, *Pres.*; R. D. W. Adams, *Sec.* Active 38; Junior 1.
Kent State University, Kent, Ohio. Chapter Officers: H. W. Hudson, *Pres.*; C. A. Slocum, *Sec.* Active 64; Junior 1.
Kentucky State Teachers College, Eastern, Richmond, Ky. Active 1.
Kentucky, University of, Lexington, Ky. Chapter Officers: J. E. Adams, *Pres.*; L. W. Cohen, *Sec.* Active 94.
Kenyon College, Gambier, Ohio. Chapter Officers: C. T. Bumer, *Pres.*; B. M. Norton, *Sec.* Active 25.
Keuka College, Keuka Park, N. Y. Chapter Officers: Elizabeth McConkey, *Pres.*; A. A. DeBard, Jr., *Sec.* Active 13.
Knox College, Galesburg, Ill. Chapter Officers: S. W. Brown, *Pres.*; W. T. Beauchamp, *Sec.* Active 15.

Lafayette College, Easton, Pa. Chapter Officers: T. B. Hunt, *Pres.*; R. G. Cosen, *Sec.* Active 51.
Lake Erie College, Painesville, Ohio. Chapter Officer: W. H. Hickerson, *Pres.* Active 8.
Lake Forest College, Lake Forest, Ill. Chapter Officer: R. B. Williams, *Sec.* Active 19.
La Salle College, Philadelphia, Pa. Active 1.

- Lawrence College, Appleton, Wis. Chapter Officers: W. F. Raney, *Pres.*; Paul Beaver, *Sec.* Active 21.
- Lebanon Valley College, Annville, Pa. Active 1.
- Lehigh University, Bethlehem, Pa. Chapter Officers: E. L. Crum, *Pres.*; D. H. Gramley, *Sec.* Active 35.
- Lenoir-Rhyne College, Hickory, N. C. Active 3.
- Limestone College, Gaffney, S. C. Active 2.
- Lincoln Memorial University, Harrogate, Tenn. Active 2.
- Lincoln University, Jefferson City, Mo. Chapter Officers: W. S. Savage, *Pres.*; C. A. Blue, *Sec.* Active 18.
- Lindenwood College, St. Charles, Mo. Active 7.
- Linfield College, McMinnville, Oreg. Chapter Officers: H. C. Terrell, *Pres.*; H. C. Elkin-ton, *Sec.* Active 14.
- Loretto Heights College, Loretto Heights, Colo. Active 1.
- Louisiana Institute, Southwestern, Lafayette, La. Chapter Officer: E. G. Feusse, *Pres.* Active 9.
- Louisiana State Normal College, Natchitoches, La. Chapter Officers: Sherrod Towns, *Pres.*; Sarah L. C. Clapp, *Sec.* Active 19.
- Louisiana Polytechnic Institute, Ruston, La. Active 3.
- Louisiana State University, University, La. Chapter Officers: M. G. Dakin, *Pres.*; A. J. Stanley, *Sec.* Active 170; Junior 4. John McNeese Junior College, Lake Charles, La. Chapter Officers: C. A. Girard, Jr., *Pres.*; Ada M. Sabatier, *Sec.* Active 20.
- Louisville, University of, Louisville, Ky. Chapter Officers: C. F. Virtue, *Pres.*; S. C. New-man, *Sec.* Active 38.
- Loyola University, Chicago, Ill. Chapter Officers: Paul Kiniery, *Pres.*; Raymond Sheriff, *Sec.* Active 17.
- Loyola University, New Orleans, La. Active 2.
- Luther College, Decorah, Iowa. Active 5.
- Lynchburg College, Lynchburg, Va. Active 7.
- McGill University, Montreal, Que. Active 5.
- McKendree College, Lebanon, Ill. Active 3.
- MacMurray College for Women, Jacksonville, Ill. Chapter Officers: W. F. Bailey, *Pres.*; E. V. Henry, *Sec.* Active 14.
- Macalester College, St. Paul, Minn. Chapter Officers: Mary G. Owen, *Pres.*; Marion Boggs, *Sec.* Active 7.
- Madison College, Harrisonburg, Va. Chapter Officers: Paul Hounchell, *Pres.*; L. A. Sanders, *Sec.* Active 22.
- Maine, University of, Orono, Me. Chapter Officers: E. F. Dow, *Pres.*; C. E. Bennett, *Sec.* Active 22.
- Manhattan College, New York, N. Y. Active 1.
- Manhattanville College of The Sacred Heart, New York, N. Y. Active 2.
- Manitoba, University of, Winnipeg, Man. Active 1.
- Marietta College, Marietta, Ohio. Active 5.
- Marquette University, Milwaukee, Wis. Active 8.
- Mars Hill College, Mars Hill, N. C. Active 1.
- Marshall College, Huntington, W. Va. Chapter Officers: J. P. Stoakes, *Pres.*; R. L. Beck, *Sec.* Active 24.
- Mary Baldwin College, Staunton, Va. Active 10.
- Mary Hardin-Baylor College, Belton, Texas. Active 3.
- Mary Manase College, Toledo, Ohio. Active 1.
- Mary Washington College, Fredericksburg, Va. Active 9.
- Maryland College, Western, Westminster, Md. Chapter Officers: G. S. Wills, *Pres.*; W. R. Ridington, *Sec.* Active 9.
- Maryland State Teachers College, Towson, Md. Active 7.

- Maryland, University of, College Park, Md. Chapter Officers: C. G. Eichlin, *Pres.*; Monroe Martin, *Sec.* Active 112; Junior 3.
- Maryville College, Maryville, Tenn. Active 7.
- Mason City Junior College, Mason City, Iowa. Active 1.
- Massachusetts Institute of Technology, Cambridge, Mass. Chapter Officers: R. S. Williams, *Pres.*; P. McC. Morse, *Sec.* Active 59.
- Massachusetts State College, Amherst, Mass. Active 9.
- Mercer University, Macon, Ga. Active 2.
- Meredith College, Raleigh, N. C. Active 1.
- Miami University, Oxford, Ohio. Chapter Officers: W. S. Thompson, *Pres.*; F. B. Joyner, *Sec.* Active 25.
- Miami, University of, Coral Gables, Fla. Chapter Officers: Clarke Olney, *Pres.*; L. T. Hayes, *Sec.* Active 2.
- Michigan College of Mining and Technology, Houghton, Mich. Active 1.
- Michigan State College of Agriculture and Applied Science, East Lansing, Mich. Chapter Officers: C. M. Newlin, *Pres.*; L. H. Geil, *Sec.* Active 102.
- Michigan State Normal College, Ypsilanti, Mich. Chapter Officers: Marion Magoon, *Pres.*; Elizabeth Warren, *Sec.* Active 22.
- Michigan State Teachers College (Central), Mt. Pleasant, Mich. Active 1.
- Michigan State Teachers College (Western), Kalamazoo, Mich. Active 7.
- Michigan, University of, Ann Arbor, Mich. Chapter Officers: J. F. Shepard, *Pres.*; C. N. Wenger, *Sec.* Active 151; Junior 1.
- Middlebury College, Middlebury, Vt. Active 5.
- Mills College, Oakland, Calif. Chapter Officers: Ethel Sabin-Smith, *Pres.*; S. L. Gulick, *Sec.* Active 21.
- Millsaps College, Jackson, Miss. Active 1.
- Milwaukee-Downer College, Milwaukee, Wis. Active 3.
- Miner Teachers College, Washington, D. C. Active 1.
- Minnesota State Teachers College, Bemidji, Minn. Active 1.
- Minnesota State Teachers College, Duluth, Minn. Chapter Officer: Mary Elwell, *Sec.* Active 20.
- Minnesota State Teachers College, Mankato, Minn. Chapter Officers: William Verhage, *Pres.*; W. P. Cushman, *Sec.* Active 21.
- Minnesota State Teachers College, Moorhead, Minn. Active 3.
- Minnesota State Teachers College, St. Cloud, Minn. Active 8.
- Minnesota State Teachers College, Winona, Minn. Active 1.
- Minnesota, University of, Minneapolis, Minn. Chapter Officers: W. D. Wallis, *Pres.*; Franz Montgomery, *Sec.* Active 320; Junior 5.
- Mississippi Southern College, Hattiesburg, Miss. Active 1.
- Mississippi State College, State College, Miss. Active 16.
- Mississippi State College for Women, Columbus, Miss. Active 10.
- Mississippi, University of, University, Miss. Active 12.
- Mississippi Woman's College, Hattiesburg, Miss. Active 1.
- Missouri School of Mines and Metallurgy, Rolla, Mo. Active 3.
- Missouri State Teachers College (Central), Warrensburg, Mo. Active 6.
- Missouri State Teachers College (Northeast), Kirksville, Mo. Active 12.
- Missouri State Teachers College (Northwest), Maryville, Mo. Chapter Officers: M. Ruth Lowery, *Pres.*; Carol Y. Mason, *Sec.* Active 41.
- Missouri State Teachers College (Southeast), Cape Girardeau, Mo. Chapter Officers: John Harty, *Pres.*; Rosina M. Koetting, *Sec.* Active 40.
- Missouri State Teachers College (Southwest), Springfield, Mo. Active 6.
- Missouri, University of, Columbia, Mo. Chapter Officers: Mary J. Guthrie, *Pres.*; W. E. Gilman, *Sec.* Active 114; Junior 1.
- Missouri Valley College, Marshall, Mo. Chapter Officers: P. L. Johnson, *Pres.*; W. W. Malcolm, *Sec.* Active 8.
- Monmouth College, Monmouth, Ill. Chapter Officers: H. R. Beveridge, *Pres.*; R. W. McCulloch, *Sec.* Active 21.

- Montana State College, Bozeman, Mont. Chapter Officer: O. E. Sheppard, *Pres.* Active 6.
Montana State Normal College, Dillon, Mont. Active 1.
Montana State University, Missoula, Mont. Chapter Officers: C. W. Leaphart, *Pres.*; Harold Tascher, *Sec.* Active 35.
Moravian College and Theological Seminary, Bethlehem, Pa. Active 1.
Morehead State Teachers College, Morehead, Ky. Chapter Officers: J. G. Black, *Pres.*; Louise C. Caudill, *Sec.* Active 24.
Morningside College, Sioux City, Iowa. Chapter Officers: T. C. Stephens, *Pres.*; Laura Fischer, *Sec.* Active 9.
Mount Holyoke College, South Hadley, Mass. Chapter Officers: A. Elizabeth Adams, *Pres.*; P. F. Saintonge, *Sec.* Active 76.
Mount Mercy College, Pittsburgh, Pa. Active 2.
Mount Union College, Alliance, Ohio. Chapter Officers: E. A. Eckler, *Pres.*; Harry Geltz, *Sec.* Active 30.
Muhlenberg College, Allentown, Pa. Chapter Officers: I. M. Wright, *Pres.*; P. A. Barba, *Sec.* Active 9.
Multnomah College, Portland, Oreg. Active 1.
Murray State Teachers College, Murray, Ky. Chapter Officer: F. D. Mellen, *Pres.* Active 8.
Muskingum College, New Concord, Ohio. Chapter Officers: P. E. Clark, *Pres.*; J. M. McCleery, *Sec.* Active 5.
- Nazareth College, Louisville, Ky. Active 1.
Nebraska State Teachers College, Kearney, Nebr. Chapter Officers: L. B. Mantor, *Pres.*; Ethel M. Boasen, *Sec.* Active 10.
Nebraska State Teachers College, Peru, Nebr. Active 3.
Nebraska State Teachers College, Wayne, Nebr. Chapter Officers: J. E. Brock, *Pres.*; Arlie Sutherland, *Sec.* Active 14.
Nebraska, University of, Lincoln, Nebr. Chapter Officers: H. P. Davis, *Pres.*; C. A. Forbes, *Sec.* Active 124.
Nebraska Wesleyan University, Lincoln, Nebr. Active 2.
Nevada, University of, Reno, Nev. Chapter Officers: Harold Brown, *Pres.*; A. G. Mazour, *Sec.* Active 39.
New Hampshire, University of, Durham, N. H. Chapter Officers: J. S. Walsh, *Pres.*; T. H. McGrail, *Sec.* Active 51.
New Jersey State Teachers College, Montclair, N. J. Chapter Officers: T. C. Pollock, *Pres.*; H. P. Milstead, *Sec.* Active 20.
New Jersey State Teachers College, Newark, N. J. Chapter Officers: J. S. French, *Pres.*; Marion Shea, *Sec.* Active 14.
New Mexico College of Agriculture and Mechanic Arts, State College, N. Mex. Chapter Officers: M. A. Thomas, *Pres.*; Grace Jameson, *Sec.* Active 49.
New Mexico Normal University, Las Vegas, N. Mex. Chapter Officers: B. D. Roberts, *Pres.*; Verdis Mays, *Sec.* Active 12; Junior 1.
New Mexico State Teachers College, Silver City, N. Mex. Active 1.
New Mexico, University of, Albuquerque, N. Mex. Chapter Officers: R. E. Holzer, *Pres.*; C. H. S. Koch, *Sec.* Active 41; Junior 2.
New Rochelle, College of, New Rochelle, N. Y. Active 4.
New York Medical College, New York, N. Y. Active 3.
New York State College for Teachers, Albany, N. Y. Chapter Officer: Edith O. Wallace, *Pres.* Active 15.
New York State Normal School, Geneseo, N. Y. Active 2.
New York State Normal School, Potsdam, N. Y. Active 1.
New York State Teachers College, Buffalo, N. Y. Active 2.
New York University, New York, N. Y. Chapter Officers: Rudolf Kagey, *Pres.*; G. B. Vetter, *Sec.* Active 141.
Newark College of Engineering, Newark, N. J. Active 12.
Newberry College, Newberry, S. C. Active 1.

- North Carolina, Agricultural and Technical College of, Greensboro, N. C. Active 1.
- North Carolina College for Negroes, Durham, N. C. Active 1.
- North Carolina State College of Agriculture and Engineering, Raleigh, N. C. Chapter Officers: D. B. Anderson, *Pres.*; G. W. Bartlett, *Sec.* Active 24.
- North Carolina Teachers College, East, Greenville, N. C. Active 5.
- North Carolina, University of, Chapel Hill, N. C. Chapter Officer: H. M. Burlage, *Pres.* Active 26.
- North Carolina, The Woman's College of the University of, Greensboro, N. C. Chapter Officers: J. A. Tiedeman, *Pres.*; W. P. Chase, *Sec.* Active 81.
- North Dakota Agricultural College, Fargo, N. Dak. Active 3.
- North Dakota State Teachers College, Minot, N. Dak. Active 1.
- North Dakota State Teachers College, Valley City, N. Dak. Active 1.
- North Dakota, University of, Grand Forks, N. Dak. Chapter Officers: T. W. Cape, *Pres.*; Margaret Beede, *Sec.* Active 44.
- Northwestern University, Evanston, Ill. Chapter Officers: C. L. Grose, *Pres.*; William Jaffé, *Sec.* Active 216; Junior 2.
- Norwich University, Northfield, Vt. Active 8.
- Notre Dame College, South Euclid, Ohio. Active 2.
- Notre Dame, University of, Notre Dame, Ind. Active 2.
- Oberlin College, Oberlin, Ohio. Chapter Officers: R. A. Jelliffe, *Pres.*; H. H. Thornton, *Sec.* Active 44.
- Occidental College, Los Angeles, Calif. Chapter Officers: Caroline E. Hodgdon, *Pres.*; Hazel E. Field, *Sec.* Active 10.
- Ohio State University, Columbus, Ohio. Chapter Officers: A. T. Martin, *Pres.*; Viva Boothe, *Sec.* Active 218.
- Ohio University, Athens, Ohio. Chapter Officers: R. L. Morton, *Pres.*; J. H. Caskey, *Sec.* Active 141.
- Ohio Wesleyan University, Delaware, Ohio. Chapter Officers: P. E. Fields, *Pres.*; Rexford Keller, *Sec.* Active 33.
- Oklahoma Agricultural and Mechanical College, Stillwater, Okla. Chapter Officers: O. A. Hilton, *Pres.*; M. W. Rosa, *Sec.* Active 54; Junior 1.
- Oklahoma College for Women, Chickasha, Okla. Active 4.
- Oklahoma, Eastern Central State College of, Ada, Okla. Active 1.
- Oklahoma, Northwestern State College of, Alva, Okla. Chapter Officer: T. C. Carter, *Pres.* Active 8.
- Oklahoma, Southeastern State College of, Durant, Okla. Active 5.
- Oklahoma, University of, Norman, Okla. Chapter Officers: C. M. Perry, *Pres.*; H. V. Thornton, *Sec.* Active 139; Junior 1.
- Omaha, University of, Omaha, Nebr. Chapter Officers: T. E. Sullenger, *Pres.*; Benjamin Boyce, *Sec.* Active 30.
- Oregon College of Education, Monmouth, Oreg. Chapter Officers: A. S. Jensen, *Pres.*; A. C. Stanbrough, *Sec.* Active 10.
- Oregon College of Education, Eastern, LaGrande, Oreg. Active 1.
- Oregon State College, Corvallis, Oreg. Chapter Officers: D. C. Mote, *Pres.*; Melissa Martin, *Sec.* Active 70.
- Oregon, University of, Eugene, Oreg. Chapter Officers: H. R. Taylor, *Pres.*; S. H. Jameson, *Sec.* Active 104.
- Ottawa University, Ottawa, Kans. Active 1.
- Otterbein College, Westerville, Ohio. Active 2.
- Our Lady-of-the-Lake College, San Antonio, Tex. Active 1.
- Pacific Lutheran College, Parkland, Wash. Active 1.
- Pacific University, Forest Grove, Oreg. Active 4.
- Park College, Parkville, Mo. Active 8.
- Parsons College, Fairfield, Iowa. Active 1.

- Pennsylvania College for Women, Pittsburgh, Pa. Chapter Officers: Marion Griggs, *Pres.*, E. E. Stickley, *Sec.* Active 23.
- Pennsylvania State College, State College, Pa. Chapter Officers: H. F. Alderfer, *Pres.*; J. F. O'Brien, *Sec.* Active 159; Junior 1.
- Pennsylvania State Teachers College, Bloomsburg, Pa. Active 1.
- Pennsylvania State Teachers College, Edinboro, Pa. Active 2.
- Pennsylvania State Teachers College, Indiana, Pa. Active 3.
- Pennsylvania State Teachers College, Lock Haven, Pa. Chapter Officers: W. T. North, *Pres.*; A. S. Rude, *Sec.* Active 7.
- Pennsylvania State Teachers College, Mansfield, Pa. Active 1.
- Pennsylvania State Teachers College, Millersville, Pa. Active 1.
- Pennsylvania State Teachers College, Slippery Rock, Pa. Active 2.
- Pennsylvania State Teachers College, West Chester, Pa. Chapter Officers: C. L. Graham, *Pres.*; Paul McCorkle, *Sec.* Active 21.
- Pennsylvania, University of, Philadelphia, Pa. Chapter Officers: R. G. Kent, *Pres.*; E. W. Carter, *Sec.* Active 129; Junior 2.
- Pennsylvania, Woman's Medical College of, Philadelphia, Pa. Active 6.
- Phillips University, Enid, Okla. Active 3.
- Phoenix Junior College, Phoenix, Ariz. Active 2.
- Pittsburgh, University of, Pittsburgh, Pa. Chapter Officers: J. S. Taylor, *Pres.*; D. D. Lessenberry, *Sec.* Active 67.
- Pomona College, Claremont, Calif. Chapter Officers: C. G. Jaeger, *Pres.*; H. H. Davis, *Sec.* Active 15.
- Presbyterian College, Clinton, S. C. Active 1.
- Princeton University, Princeton, N. J. Chapter Officers: R. J. Sontag, *Pres.*; G. E. Duckworth, *Sec.* Active 98.
- Principia, The, Elsah, Ill. Active 1.
- Puerto Rico, University of, Rio Piedras, P. R. Active 14.
- Puget Sound, College of, Tacoma, Wash. Active 2.
- Purdue University, Lafayette, Ind. Chapter Officers: C. T. Hazard, *Pres.*; William Braswell, *Sec.* Active 101; Junior 1.
- Queens College, Flushing, N. Y. Active 11.
- Queens College, Charlotte, N. C. Active 6.
- Randolph-Macon College, Ashland, Va. Active 3.
- Randolph-Macon Woman's College, Lynchburg, Va. Active 4.
- Redlands, University of, Redlands, Calif. Chapter Officers: E. B. Van Osdel, *Pres.*; N. W. Klausner, *Sec.* Active 32.
- Reed College, Portland, Oreg. Chapter Officer: R. F. Arragon, *Pres.* Active 20.
- Rensselaer Polytechnic Institute, Troy, N. Y. Active 9.
- Rhode Island State College, Kingston, R. I. Active 5.
- Rice Institute, Houston, Tex. Chapter Officers: H. E. Bray, *Pres.*; Edgar Altenburg, *Sec.* Active 11.
- Richmond, University of, Richmond, Va. Active 7.
- Ripon College, Ripon, Wis. Active 2.
- Roanoke College, Salem, Va. Active 1.
- Robert College, Istanbul, Turkey. Active 5.
- Rochester, University of, Rochester, N. Y. Chapter Officers: R. L. Greene, *Pres.*; Q. D. Singewald, *Sec.* Active 77.
- Rockford College, Rockford, Ill. Chapter Officer: Mildred F. Berry, *Pres.* Active 20.
- Rollins College, Winter Park, Fla. Chapter Officers: E. F. Weinberg, *Pres.*; Bernice Shor, *Sec.* Active 16.
- Rosary College, River Forest, Ill. Active 5.
- Rose Polytechnic Institute, Terre Haute, Ind. Chapter Officers: E. A. MacLean, *Pres.*; W. N. Baker, *Sec.* Active 21.

- Russell Sage College, Troy, N. Y. Chapter Officers: C. W. Kaiser, Jr., *Pres.*; N. G. Sahlin, *Sec.* Active 28.
- Rutgers University, New Brunswick, N. J. Chapter Officers: Shirley Smith, *Pres.*; Sidney Sanderson, *Sec.* Active 52; Junior 1.
- St. Elizabeth, College of, Convent Station, N. J. Active 1.
- St. Francis, College of, Joliet, Ill. Active 1.
- St. Francis College, Loretto, Pa. Active 3.
- St. John's College, Annapolis, Md. Active 3.
- St. John's University, Brooklyn, N. Y. Active 18.
- St. Joseph's College, West Hartford, Conn. Active 1.
- St. Joseph's College, Emmitsburg, Md. Active 1.
- St. Joseph's College for Women, Brooklyn, N. Y. Active 1.
- St. Lawrence University, Canton, N. Y. Chapter Officers: S. S. Robins, *Pres.*; R. E. Delmage, *Sec.* Active 20.
- St. Louis University, St. Louis, Mo. Chapter Officers: Frank Sullivan, *Pres.*; B. J. Muller-Thym, *Sec.* Active 33; Junior 4.
- St. Mary College, Leavenworth, Kans. Active 1.
- St. Mary's College, St. Mary's Calif. Active 1.
- St. Mary's College, Notre Dame, Ind. Active 2.
- St. Mary-of-the-Woods College, St. Mary-of-the-Woods, Ind. Chapter Officers: E. J. Bashe, *Pres.*; Lucile Laughlin, *Sec.* Active 14; Junior 1.
- St. Olaf College, Northfield, Minn. Active 2.
- St. Teresa, College of, Winona, Minn. Active 1.
- Sam Houston State Teachers College, Huntsville, Tex. Active 9.
- San Diego State College, San Diego, Calif. Chapter Officers: A. P. Nasatir, *Pres.*; H. C. Steinmetz, *Sec.* Active 34.
- San Francisco State College, San Francisco, Calif. Chapter Officers: Roy Cave, *Pres.*; George Hinkle, *Sec.* Active 19.
- San Francisco, University of, San Francisco, Calif. Active 1.
- Santa Barbara State College, Santa Barbara, Calif. Active 8.
- Santo Tomas, University of, Manila, P. I. Active 2.
- Scranton, University of, Scranton, Pa. Active 3.
- Scripps College, Claremont, Calif. Chapter Officers: Isabel F. Smith, *Pres.*; Margaret G. Davies, *Sec.* Active 17; Junior 1.
- Seton Hall College, South Orange, N. J. Active 7.
- Seton Hill College, Greensburg, Pa. Chapter Officers: Hersilia de Dardano, *Pres.*; P. W. Mahady, *Sec.* Active 11.
- Shepherd State Teachers College, Shepherdstown, W. Va. Chapter Officers: D. E. Phillips, *Pres.*; Ruth Scarborough, *Sec.* Active 13.
- Shorter College, Rome, Ga. Active 5.
- Shurtleff College, Alton, Ill. Chapter Officers: J. L. Glathart, *Pres.*; Adolph Schock, *Sec.* Active 10.
- Simmons College, Boston, Mass. Chapter Officers: H. O. Stearns, *Pres.*; Anne M. Kendall, *Sec.* Active 48.
- Simpson College, Indianola, Iowa. Active 4.
- Sioux Falls College, Sioux City, Iowa. Active 2.
- Skidmore College, Saratoga Springs, N. Y. Chapter Officers: M. N. Crook, *Pres.*; J. V. Mauzey, *Sec.* Active 50.
- Smith College, Northampton, Mass. Chapter Officers: Gilbert Ross, *Pres.*; Caroline Heminway, *Sec.* Active 111.
- South, University of, Sewanee, Tenn. Chapter Officers: G. S. Bruton, *Pres.*; Robert Petry, *Sec.* Active 8.
- South Carolina, University of, Columbia, S. C. Chapter Officer: E. T. Bonn, *Sec.* Active 15.
- South Dakota State College of Agriculture and Mechanic Arts, Brookings, S. Dak. Active 4.

South Dakota State School of Mines, Rapid City, S. Dak. Active 1.
South Dakota State Teachers College, Northern, Aberdeen, S. Dak. Chapter Officers:
Grace E. McArthur, *Pres.*; A. W. Coe, *Sec.* Active 20.
South Dakota, University of, Vermillion, S. Dak. Chapter Officers: Gladys E. Leonard,
Pres.; H. C. Eyster, *Sec.* Active 21.
Southern California, University of, Los Angeles, Calif. Chapter Officers: F. J. Weersing,
Pres.; R. M. Fox, *Sec.* Active 79.
Southern Methodist University, Dallas, Tex. Chapter Officers: George Bond, *Pres.*; M.
W. Redus, *Sec.* Active 53.
Southwestern, Memphis, Tenn. Chapter Officer: C. L. Townsend, *Pres.* Active 4.
Southwestern College, Winfield, Kans. Active 4.
Southwestern Louisiana Institute, Lafayette, La. Active 1.
Southwestern University, Georgetown, Tex. Active 1.
Springfield College, Springfield, Mass. Chapter Officers: Frank Mohler, *Pres.*; J. D.
Brock, *Sec.* Active 15.
Stanford University, Stanford University, Calif. Chapter Officers: R. H. Lutz, *Pres.*;
D. E. Trueblood, *Sec.* Active 97.
Stephen F. Austin State Teachers College, Nacogdoches, Tex. Active 1.
Stephens College, Columbia, Mo. Active 3.
Stevens Institute of Technology, Hoboken, N. J. Active 2.
Stowe Teachers College, St. Louis, Mo. Active 8.
Susquehanna University, Selinsgrove, Pa. Active 9.
Swarthmore College, Swarthmore, Pa. Chapter Officers: E. B. Newman, *Pres.*; S. T.
Carpenter, *Sec.* Active 61.
Sweet Briar College, Sweet Briar, Va. Active 12.
Syracuse University, Syracuse, N. Y. Chapter Officers: M. C. Cross, *Pres.*; G. B. Cressey,
Sec. Active 116.

Talladega College, Talladega, Ala. Active 1.
Tarkio College, Tarkio, Mo. Active 4.
Temple University, Philadelphia, Pa. Chapter Officers: J. D. Kern, *Pres.*; J. W. Woodard,
Sec. Active 146; Junior 1.
Tennessee Polytechnic Institute, Cookeville, Tenn. Active 3.
Tennessee State Teachers College (East), Johnson City, Tenn. Active 2.
Tennessee State Teachers College (Middle), Murfreesboro, Tenn. Active 4.
Tennessee, University of, Knoxville, Tenn. Chapter Officers: R. E. Parker, *Pres.*; G. M.
Haslerud, *Sec.* Active 63.
Tennessee Wesleyan College, Athens, Tenn. Active 1.
Texas, Agricultural and Mechanical College of, College Station, Tex. Chapter Officers:
Charles La Motte, *Pres.*; R. W. Steen, *Sec.* Active 68.
Texas Christian University, Fort Worth, Tex. Active 14.
Texas College of Arts and Industries, Kingsville, Tex. Active 7.
Texas State College for Women, Denton, Tex. Chapter Officers: A. S. Lang, *Pres.*; Martha
P. Sanders, *Sec.* Active 25.
Texas State Teachers College (East), Commerce, Tex. Active 10.
Texas State Teachers College (North), Denton, Tex. Active 11.
Texas State Teachers College (Southwest), San Marcos, Tex. Chapter Officers: L. E.
Derrick, *Pres.*; Alma Lueders, *Sec.* Active 33.
Texas State Teachers College (West), Canyon, Tex. Active 1.
Texas Technological College, Lubbock, Tex. Chapter Officers: R. S. Underwood, *Pres.*;
A. J. Bahm, *Sec.* Active 24.
Texas, University of, Austin, Tex. Chapter Officers: W. E. Gettys, *Pres.*; Ruth A. Allen,
Sec. Active 150; Junior 2.
Thiel College, Greenville, Pa. Chapter Officers: E. G. Heissenbuttel, *Pres.*; J. A. Mas-
tronic, *Sec.* Active 13.
Toledo, University of, Toledo, Ohio. Chapter Officers: D. F. Emch, *Pres.*; J. M. McCrim-
mon, *Sec.* Active 48.

130 AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

- Toronto, University of, Toronto, Ont. Active 1.
Transylvania College, Lexington, Ky. Active 3.
Trinity College, Hartford, Conn. Chapter Officers: M. S. Allen, *Pres.*; C. L. Altmaier Jr., *Sec.* Active 31.
Trinity University, Waxahachie, Tex. Active 2.
Tufts College, Medford, Mass. Chapter Officers: G. H. Gifford, *Pres.*; W. F. Wyatt, *Sec.* Active 48.
Tulane University of Louisiana, New Orleans, La. Chapter Officers: J. E. Gibson, *Pres.*; H. N. Gould, *Sec.* Active 59.
Tulsa, University of, Tulsa, Okla. Chapter Officers: E. H. Criswell, *Pres.*; C. A. Leven-good, *Sec.* Active 31; Junior 1.
Tusculum College, Greenville, Tenn. Active 1.
Tuskegee Normal and Industrial Institute, Tuskegee, Ala. Chapter Officer: W. A. Clark, *Pres.* Active 4.

Union College, Schenectady, N. Y. Chapter Officers: Vladimir Rojansky, *Pres.*; Douglas Campbell, *Sec.* Active 50.
United States Naval Academy, Annapolis, Md. Active 11.
Upsala College, East Orange, N. J. Active 2.
Ursinus College, Collegeville, Pa. Active 6.
Utah State Agricultural College, Logan, Utah. Active 7.
Utah, University of, Salt Lake City, Utah. Chapter Officers: W. P. Cottam, *Pres.*; Grace M. Hogan, *Sec.* Active 79.

Valparaiso University, Valparaiso, Ind. Active 2.
Vanderbilt University, Nashville, Tenn. Chapter Officers: O. C. Miller, *Pres.*; E. H. Duncan, *Sec.* Active 19.
Vassar College, Poughkeepsie, N. Y. Chapter Officers: L. H. Lanier, *Pres.*; Elizabeth Butler, *Sec.* Active 77.
Vermont, University of, Burlington, Vt. Chapter Officers: E. C. Jacobs, *Pres.*; J. I. Lindsay, *Sec.* Active 57.
Villanova College, Villanova, Pa. Active 9.
Virginia, Medical College of, Richmond, Va. Chapter Officers: H. L. Osterud, *Pres.*; R. F. McCrackan, *Sec.* Active 15.
Virginia Military Institute, Lexington, Va. Active 5.
Virginia Polytechnic Institute, Blacksburg, Va. Chapter Officers: P. C. Scherer, Jr., *Pres.*; J. W. Watson, *Sec.* Active 16.
Virginia State College for Negroes, Ettrick, Va. Chapter Officers: P. C. Johnson, *Pres.*; T. N. Baker, Jr., *Sec.* Active 27; Junior 5.
Virginia State Teachers College, East Radford, Va. Active 1.
Virginia State Teachers College, Farmville, Va. Chapter Officers: G. W. Jeffers, *Pres.*; Lisabeth Purdom, *Sec.* Active 17.
Virginia, University of, University, Va. Chapter Officers: A. G. A. Balz, *Pres.*; W. S. Rodman, *Sec.* Active 54.

Wabash College, Crawfordsville, Ind. Active 5.
Wagner College, Staten Island, N. Y. Active 2.
Wake Forest College, Wake Forest, N. C. Active 4.
Washburn College, Topeka, Kans. Chapter Officers: P. S. Riggs, *Pres.*; Elizabeth D. Van Schaack, *Sec.* Active 14.
Washington College, Chestertown, Md. Active 13.
Washington College of Education, Central, Ellensburg, Wash. Chapter Officers: O. H. Holmes, Jr., *Pres.*; Hubert Coffey, *Sec.* Active 26; Junior 2.
Washington College of Education, Eastern, Cheney, Wash. Active 2.
Washington College of Education, Western, Bellingham, Wash. Chapter Officers: A. C. Hicks, *Pres.*; C. C. Upshall, *Sec.* Active 25.

- Washington and Jefferson College, Washington, Pa. Chapter Officers: C. J. Pietenpol, *Pres.*; A. A. Alberts, *Sec.* Active 17.
- Washington and Lee University, Lexington, Va. Chapter Officers: Leonard Helderman, *Pres.*; G. D. Hancock, *Sec.* Active 9.
- Washington State College, Pullman, Wash. Chapter Officers: A. W. Thompson, *Pres.*; Margaret A. Linnan, *Sec.* Active 79.
- Washington University, St. Louis, Mo. Chapter Officers: J. J. Bronfenbrenner, *Pres.*; Arnold Zempel, *Sec.* Active 69; Junior 1.
- Washington University, of Seattle, Wash. Chapter Officers: E. R. Guthrie, *Pres.*; J. K. Pearce, *Sec.* Active 106; Junior 1.
- Wayne University, Detroit, Mich. Chapter Officers: E. W. McFarland, *Pres.*; Thelma G. James, *Sec.* Active 75.
- Wellesley College, Wellesley, Mass. Chapter Officers: Helen G. Russell, *Pres.*; Edith B. Mallory, *Sec.* Active 63.
- Wells College, Aurora, N. Y. Chapter Officers: Jean S. Davis, *Pres.*; Blanche Price, *Sec.* Active 31.
- Wesleyan College, Macon, Ga. Chapter Officers: M. C. Quillian, *Pres.*; J. W. W. Daniel, *Sec.* Active 6.
- Wesleyan University, Middletown, Conn. Chapter Officers: P. H. Curts, *Pres.*; R. F. Bischoff, *Sec.* Active 53.
- West Liberty State Teachers College, West Liberty, W. Va. Active 5.
- West Virginia State College, Institute, W. Va. Chapter Officers: B. L. Goode, *Pres.*; W. J. L. Wallace, *Sec.* Active 35.
- West Virginia University, Morgantown, W. Va. Chapter Officers: C. C. Williams, Jr., *Pres.*; Greek Sayre, *Sec.* Active 33; Junior 1.
- Western College, Oxford, Ohio. Chapter Officers: Dorothy J. Woodland, *Pres.*; Isabel St. J. Bliss, *Sec.* Active 9.
- Western Reserve University, Cleveland, Ohio. Chapter Officers: C. E. Gehlke, *Pres.*; C. S. Hall, *Sec.* Active 88; Junior 1.
- Westminster College, Fulton, Mo. Chapter Officers: C. D. Day, *Pres.*; A. C. Krueger, *Sec.* Active 8.
- Westminster College, New Wilmington, Pa. Chapter Officers: L. S. Marshall, *Pres.*, Virginia Everett, *Sec.* Active 25.
- Wheaton College, Wheaton, Ill. Active 2.
- Wheaton College, Norton, Mass. Chapter Officers: Mildred W. Evans, *Pres.*; Elizabeth K. Nottingham, *Sec.* Active 34.
- Whitman College, Walla Walla, Wash. Active 3.
- Whittier College, Whittier, Calif. Active 1.
- Whitworth College, Spokane, Wash. Chapter Officers: O. K. Dizmang, *Pres.*; O. G. Bachimont, *Sec.* Active 14.
- Wichita, Municipal University of, Wichita, Kans. Chapter Officers: Lloyd McKinley, *Pres.*; Faye M. Ricketts, *Sec.* Active 32.
- Willamette University, Salem, Oreg. Chapter Officers: E. S. Oliver, *Pres.*; C. R. Monk, *Sec.* Active 40.
- William Jewell College, Liberty, Mo. Chapter Officer: J. P. Fruit, *Pres.* Active 4.
- William and Mary, College of, Williamsburg, Va. Chapter Officers: M. E. Borish, *Pres.*; H. L. Fowler, *Sec.* Active 59. Norfolk Division. Chapter Officers: E. R. Jones, Jr., *Pres.*; E. W. Gray, *Sec.* Active 15.
- William Woods College, Fulton, Mo. Active 1.
- Williams College, Williamstown, Mass. Chapter Officers: Paul Birdsall, *Pres.*; Alton Gustafson, *Sec.* Active 61.
- Williamsport-Dickinson College, Williamsport, Pa. Active 1.
- Wilson College, Chambersburg, Pa. Active 7.
- Wilson Teachers College, Washington, D. C. Active 9.
- Winthrop College, Rock Hill, S. C. Chapter Officer: Isabel Potter, *Pres.*; Active 24.

Wisconsin State Teachers College, LaCrosse, Wis. Chapter Officers: E. G. Wulling, *Pres.*; O. E. Frazee, *Sec.* Active 21.

Wisconsin State Teachers College, Oshkosh, Wis. Active 2.

Wisconsin State Teachers College, River Falls, Wis. Active 2.

Wisconsin State Teachers College, Superior, Wis. Active 2.

Wisconsin, University of, Madison, Wis. Chapter Officers: O. S. Rundell, *Pres.*; W. P. Mortenson, *Sec.* Active 184.

Wittenberg College, Springfield, Ohio. Chapter Officers: P. F. Bloomhardt, *Pres.*; J. W. Morgan, *Sec.* Active 4.

Wofford College, Spartanburg, S. C. Active 1.

Wooster, College of, Wooster, Ohio. Chapter Officers: Aileen Dunham, *Pres.*; E. K. Eberhart, *Sec.* Active 15.

Worcester Polytechnic Institute, Worcester, Mass. Chapter Officer: R. K. Morley, *Sec.* Active 9.

Xavier University, New Orleans, La. Chapter Officers: Gerard Hinrichs, *Pres.*; R. M. Perez, *Sec.* Active 26; Junior 1.

Yale University, New Haven, Conn. Chapter Officers: F. R. Fairchild, *Pres.*; K. T. Healy, *Sec.* Active 118; Junior 1.

Yankton College, Yankton, S. Dak. Chapter Officer: Herbert McMurtry, *Pres.* Active 9.

Members Deceased During 1940 (103)

Alsberg, C. L.	(Food Research)	University of California
*Andrews, F. M.	(Botany)	Indiana University
Baur, Paul E.	(Mathematics)	Baldwin-Wallace College
Bay, Robert P.	(Anatomy)	University of Maryland
Bean, C. H.	(Psychology)	Louisiana State University
Begg, A. S.	(Anatomy)	Boston University
Bel, George S.	(Medicine)	Louisiana State University
Binkley, Robert C.	(History)	Western Reserve University
Bohannon, William E.	(Education)	Howard College
Bradley, J. F.	(English)	University of Louisville
Brewer, T. H.	(English)	University of Oklahoma
Burdick, Charles K.	(Law)	Cornell University
Chatburn, George R.	(Mechanics)	University of Nebraska
Clugston, Phil R.	(English)	Arkansas State Teachers College
Coates, Charles E.	(Chemistry)	Louisiana State University
Conroy, William J.	(Psychology)	New York University
Coss, J. J.	(Philosophy)	Columbia University
Craig, Eleanor B.	(English)	Hunter College
Crawford, J. F.	(Philosophy)	Beloit College
*Crawshaw, W. H.	(English)	Colgate University
Crockett, W. G.	(Pharmacy)	Medical College of Virginia
*Cross, A. L.	(History)	University of Michigan
*Damon, L. T.	(English)	Brown University
Darsie, Marvin L.	(Education)	University of California (L. A.)
Davey, W. R. P.	(Greek)	Syracuse University
Davis, Philip H.	(Classics)	Vassar College
DeLozier, Arthur	(Romance Languages)	Ashland College
*Dodd, William E.	(History)	Round Hill, Virginia
Donaldson, Bruce M.	(Fine Arts)	University of Michigan
Dugan, R. S.	(Astronomy)	Princeton University
*Durkee, F. W.	(Chemistry)	Tufts College
*Ehrenfeld, Frederick	(Geology)	University of Pennsylvania
Feemster, Sila C.	(History)	University of Nevada
Fitch, Clifford P.	(Veterinary Medicine)	University of Minnesota
Gehrs, John H.	(Agriculture)	Missouri State Teachers College (Southeast)
Goetsch, Charles	(German)	University of Chicago
Green, Howard C.	(History)	The City College (New York)
Greene, Chester C., Jr.	(Classics)	Cornell University

*Hamilton, George L.	(Romance Languages)	Cornell University
*Hardy, A. K.	(German)	Dartmouth College
*Herrick, F. H.	(Biology)	Western Reserve University
Hill, Howard C.	(History)	University of Chicago
*Hollander, J. H.	(Political Economy)	Johns Hopkins University
House, Ralph E.	(Spanish)	State University of Iowa
Ingraham, Olin	(Political Science)	Massachusetts Institute of Technology
Johnson, Eugene L.	(English)	Missouri School of Mines and Metallurgy
*Johnston, J. B.	(Anatomy)	University of Minnesota
Joshi, Samuel L.	(Comparative Culture)	Carleton College
Kendrick, Eliza H.	(Biblical History)	Wellesley College
Ketcham, Rosemary	(Art)	University of Kansas
King, Fred J.	(Music)	College of St. Teresa
Lindley, E. H.		University of Kansas
McDonald, Thomas E.	(Law)	Baylor University
McFarlane, Ida K.	(English)	University of Denver
Marsh, F. B.	(History)	University of Texas
Meier, Hermann	(German)	Drew University
Metcalf, Maynard M.	(Zoology)	Johns Hopkins University
Metzger, Jacob E.	(Agronomy)	University of Maryland
Moore, Caroline S.	(Biology)	University of Redlands
*Morgan, William C.	(Chemistry)	University of California (L. A.)
Mussey, Henry R.	(Economics)	Wellesley College
*Neal, H. V.	(Zoology)	Tufts College
Parker, Paul D.	(Engineering)	Northwestern University
Parkins, A. E.	(Geography)	George Peabody College for Teachers
Pearl, Raymond	(Biology)	Johns Hopkins University
Perkins, W. LeRoy	(Science)	Indiana State Teachers College
Petry, Edward J.	(Biology)	Cedar Rapids, Iowa
Putnam, J. W.	(Economics)	Butler University
Reynolds, James A.	(Engineering)	Tufts College
Rice, William F.	(Spanish)	University of Southern California
Richards, Lewis	(Music)	Michigan State College
Riggs, Dorothy J.	(Music)	Morehead State Teachers College
Robertson, Stuart	(English)	Temple University
*Schmidt, Nathaniel	(Semitics)	Cornell University
Schuldt, Lester L.	(English)	University of Idaho
Seyfert, S. S.	(Engineering)	Lehigh University
*Shambaugh, B. F.	(Political Science)	State University of Iowa
Shepard, Max A.	(Government)	Cornell University

Shepperd, J. H.	(Animal Husbandry)	North Dakota Agricultural College
*Shumway, D. B.	(German)	University of Pennsylvania
Smith, Arthur W.	(Mathematics)	Colgate University
Snider, Guy E.	(Economics)	The City College (New York)
*Stengel, Alfred	(Medicine)	University of Pennsylvania
*Stevens, J. S.	(Physics)	University of Maine
†Stockard, C. R.	(Anatomy)	Cornell University
Sweetser, A. R.	(Botany)	University of Oregon
Swenson, David F.	(Philosophy)	University of Minnesota
*Taussig, F. W.	(Economics)	Harvard University
Thompson, Holland	(History)	The City College (New York)
Tompkins, Frank G.	(English)	Wayne University
Trever, Albert A.	(History)	Lawrence College
Uhl, Willis L.	(Education)	University of Washington
Varrell, Harry M.	(Political Science)	Simmons College
Waldo, Lewis P.	(English)	Manhattan College
Wallace, George E.	(Industrial Education)	Mississippi State College
†Weatherly, U. G.	(Economics & Sociology)	Indiana University
Welter, Wilfred A.	(Biology)	Morehead State Teachers College
Whiting, Claire V.	(Modern Languages)	Shurtleff College
Whitman, Alfred R.	(Geology)	University of California (L. A.)
Wilson, Ella M.	(Geography)	Michigan State Normal College
*Woodbridge, F. J. E.	(Philosophy)	Columbia University
*Woodworth, C. W.	(Agriculture)	University of California
*Zeleny, Charles	(Zoology)	University of Illinois

* Charter Member.

† Charter Member and Past Member of the Council.

Record of Membership for 1940

Membership January 1, 1940.....		15,330
Deaths.....	103	
Resignations.....	423	
Memberships lapsed.....	666	1,192
	—	—
Reinstated.....		14,138
Elections: Active.....	1,537	133
Junior.....	66	1,603
	—	—
Total January 1, 1941.....		15,874
 Members in 589 Institutions:		
Active.....	14,972	
Junior.....	84	15,056
	—	—
Other Active Members.....		419
Other Junior Members.....		137
Associate Members.....		194
Honorary Members.....		68
	—	—
Total January 1, 1941.....		15,874

Besides Active and Junior Members connected with accredited colleges and universities this statement includes: (1) Other Active Members: those connected with the research foundations or engaged in occupations closely related to teaching or investigation, those whose teaching or research is temporarily interrupted or who are at institutions not on the accredited list, also any whose addresses are unknown; (2) Other Junior Members; (3) Associate Members: members who, ceasing to be eligible for Active or Junior membership because work has become "wholly or mainly administrative," are transferred with the approval of the Council to Associate membership; (4) Honorary Members: this group is closed by an amendment of the Constitution establishing an Emeritus class. Emeritus Members are included under their institutions (or in the group of Other Active Members).

MEMBERSHIP

Membership in the American Association of University Professors is open to all college and university teachers from the faculties of eligible institutions and to graduate students and graduate assistants. The list of eligible institutions is based primarily on the accredited lists of the established accrediting agencies subject to modification by action of the Association. Election to membership is by the Committee on Admission of Members following nomination by one Active Member of the Association who need not be on the faculty of the same institution as the nominee. Election cannot take place until thirty days after the nomination is published in the *Bulletin*. Nomination forms, circulars of information, and other information concerning the Association may be procured by writing to the General Secretary, 744 Jackson Place, N. W., Washington, D. C.

(a) *Active*. To become an Active Member, it is necessary to hold a position of teaching or research with the rank of instructor or higher in an eligible institution and be devoting at least half time to teaching or research. Annual dues are \$4.00, including subscription to the *Bulletin*.

(b) *Junior*. Junior membership is open to persons who are, or within the past five years have been, graduate students in eligible institutions. Junior Members are transferred to Active membership as soon as they become eligible. Annual dues are \$3.00, including subscription to the *Bulletin*.

(c) *Associate*. Associate Members include those members who, ceasing to be eligible for Active or Junior membership because their work has become primarily administrative, are transferred to the Associate list with the approval of the Council. Annual dues are \$3.00, including subscription to the *Bulletin*.

(d) *Emeritus*. Any Active Member retiring for age from a position in teaching or research may be transferred, at his own request and with the approval of the Council, to Emeritus membership. Emeritus members pay no dues but may if they desire receive the *Bulletin*, at \$1.00 a year.

(e) *Life Membership*. The Treasurer is authorized by the Council to receive applications from Active, Junior, and Associate

Members for Life membership, the amount to be determined in each case on an actuarial basis. This includes a life subscription to the *Bulletin*.

Nominations for Membership

The following 302 nominations for Active membership and 13 nominations for Junior membership are printed as provided by the Constitution. In accordance with action by the Council, objections to any nominee may be addressed to the General Secretary, who will in turn transmit them for the consideration of the Committee on Admission of Members if received within thirty days after this publication. The Council of the Association has ruled that the primary purpose of this provision for protests is to bring to the attention of the Committee any question concerning the technical eligibility of the nominee for membership as provided in the Constitution.

The Committee on Admission of Members consists of Professors Ella Lonn, Goucher College, *Chairman*; B. W. Kunkel, Lafayette College; A. Richards, University of Oklahoma; R. H. Shryock, University of Pennsylvania; W. O. Sypherd, University of Delaware; and F. J. Tschan, Pennsylvania State College.

Active

Alabama Polytechnic Institute, Francis X. Carberry; Alabama State Teachers College (Troy), Richard Peck; University of Alabama, Harlan D. Clark, Joseph Prescott; Allegheny College, Karl J. Lawrence; American University, Eugene N. Anderson, James L. McLain, George W. Smith, Louis C. Wheeler, Nadia Wilson, George B. Woods; University of Arizona, Raymond B. Griffiths; University of Arkansas (Medical School), M. J. Carl Allinson, Paul C. Eschweiler; Ball State Teachers College, Elizabeth Meloy, Levi S. Shively; Berea College, Willis W. Fisher, Jerome Hughes; Boston University, Malcolm Agnew; Bowling Green State University, Charles A. Barrell, Morris Hendrickson; Brooklyn College, Flora B. Klug, Solomon Simonson; Polytechnic Institute of Brooklyn, Raymond Ellickson; Brown University, Howard S. Jordan; University of California (Berkeley), William H. Alexander; Centenary College of Louisiana, Mary F. Morwood, William E. Wallace; University of Cincinnati, William C. Boyce, Marion F. Breck, Joseph W. Bunting, Russell Chrysler, Elizabeth Dyer, Harold J. Garber, Katherine Gerstenberger, Chesley M. Hutchings, Alma J. Knauber, Hans P. Liepmann, W. C. Osterbrock, Reuel L. Smith, Jean Winston; The City College (Commerce Center), Lewis Mayers,

William I. Pearman, George W. Wilson; **Clemson College**, James E. Gates; **Coe College**, Leonard R. Wilson; **Colby College**, Lowell Q. Haynes, Gordon W. Smith; **Colorado State College**, Howard Dickey; **University of Colorado**, Helen B. Borland, Martin Schmidt; **Cornell College**, Harriet C. Bauerback; **Cornell University**, McKeen Cattell, William W. Hammerschmidt, Milicent L. Hathaway, George T. Washington; **Dakota Wesleyan University**, Harry G. Alwine, Lester C. Belding, Lois Bird, Katharine Druse, Anson R. Kendall, Donald M. Mackenzie; **Denison University**, John Turnbull; **DePauw University**, Howard R. Youse; **Florida State College for Women**, Florence R. Tryon, Louise R. Witmer; **Fordham University (Manhattan)**, Louis Spadaro; **George Peabody College for Teachers**, Charles S. Pendleton; **George Washington University**, Albert S. Kerr, Donnell B. Young; **Georgia School of Technology**, Samuel H. Hopper; **University of Georgia**, Carlton H. Maryott; **Grove City College**, John G. Nesbitt; **Guilford College**, Curt Victorius; **Hastings College**, Margaret I. Knowles; **University of Hawaii**, Willard Wilson; **Hood College**, Katherine A. Clarke, Margaret Keister; **Howard University**, Hildrus A. Poindexter; **University of Idaho**, Evan A. Evans, Jr.; **University of Idaho (Southern Branch)**, Humbert A. Smith; **Illinois State Normal University**, M. Regina Connell, Marie Finger, C. M. Hammerlund, Leslie M. Isted, Marion G. Miller, Burton L. O'Connor, Donald L. Weismann; **Illinois State Normal University (Southern)**, Mary Crawford; **Indiana University**, Francis A. Babione, Nyle C. Bryant, Wallace T. Buckley, Chauncy D. Harris, John F. Mee, Taulman A. Miller, Paul Wagner; **Iowa State College**, Earl O. Heady, Helen Hurlbutt, Eugene G. McKibben, Robert Pearson; **State University of Iowa**, George P. Cuttino, Clyde W. Hart, Goldwin Smith; **John Tarleton Agricultural College**, Charles B. DeWitt; **Judson College**, W. T. Jordan; **Kansas State College**, Elizabeth H. Davis, Harriet S. Parker; **Kansas State Teachers College (Pittsburg)**, Oren A. Barr; **University of Kansas**, W. Rolland Maddox; **Kent State University**, Earl Brown, Edna E. Eisen, William G. Meinke, Mary L. Smallwood; **University of Kentucky**, James F. Hopkins, Maryalys E. Klein, John E. Reeves, Earl R. Young; **Lake Erie College**, Paul L. Richards; **Lincoln University (Missouri)**, Regina M. Goff; **MacMurray College for Women**, Anna F. Gamper, James Russell; **Marietta College**, Raymond Guthrie; **University of Maryland**, Robert O. Wickersham; **University of Miami**, Alan Collins, William J. Hester, Lewis Leary, Walter S. Mason, Jr., Charles F. X. O'Brien, J. Riis Owre, Charles D. Tharp; **Michigan State Normal College**, Martha E. Curtis, Rachel Uhvits, Harry T. Wood; **University of Michigan**, William L. Ayres; **Middlebury College**, Benjamin H. Beck; **Mills College**, Bernhard Blume, Herbert W. Graham, George P. Hedley, Margaret Prall, L. Louise Stephens; **University of Minnesota**, George O. Pierce, Tracy F. Tyler; **Monmouth College**, E. Raymond Boot, Heimo A. Loya, Auley A. McAuley; **Mount Holyoke College**, Pattie J. Groves; **Mundelein College**, Robert J. Niess; **Nebraska State Teachers College (Wayne)**, Mary F. Brinton; **University of Nebraska**, Theodore Jorgensen; **University of New Hampshire**, Charles G. Dobrovolny, Gregory K. Hartmann; **New**

Mexico State College, Rudolph D. Delehanty, Morrison Loewenstein, Clara Ridder; **New York Medical College**, Earl W. Count, Louis B. Dotti, Thomas H. McGavack, Mary B. Stark, William E. Youland; **New York University**, Frederick W. Doermann; **Woman's College of the University of North Carolina**, May D. Bush, T. James Crawford, Marion Stanland; **Northeastern University**, R. Lawrence Capon; **Ohio State University**, Perry P. Denune, J. Raymond Derby, Roy A. Doty, Bert Emsley, James S. Karslake, Hugh S. Means, Elbert R. Moses, Jr., Donald W. Riley, Ceph L. Stephens, R. T. Stevens, Edward C. Welsh; **Ohio Wesleyan University**, Florence S. Avery, George E. Gauthier, Romine G. Hamilton, George W. Hollister, George L. Hull, Paul Huser, J. Allen Hynek, John P. Lutz, Goldie McCue, Gladys McVay, Savilla Mangun; **University of Oklahoma**, William D. Collings, Mary DeBardeleben, Fritz Frauchiger; **University of Omaha**, John W. Lucas; **Oregon State College**, Arthur Adrian, Robert L. Maurer, Fred H. Young; **Pennsylvania College for Women**, Eleanor J. Graham; **Pikeville College**, James-Wylie Curtis; **Randolph-Macon Woman's College**, Helen M. Mustard; **Reed College**, L. Louise Johnson, Robert A. Rosenbaum, Robert P. Terrill; **Riverside Junior College**, Julius K. Richards; **Russell Sage College**, Wendell O. Metcalf, George-William Smith; **St. John's University**, John J. Lorentz, John F. McGlynn, Francis X. McKeon, Joseph R. Roe, Joseph F. Sinzer; **San Bernardino Valley Junior College**, James V. Harvey; **Scripps College**, Cynthia Sory; **Seton Hall College**, Edward F. Grier, George Kummer, Rita M. Murphy, Louis Rouch, Harrison G. Stermer, James P. Walsh; **Shepherd State Teachers College**, Blanche E. Price; **Smith College**, Helen W. Randall; **Stephens College**, Robert Burgess, Marjorie Carpenter, Louise Dudley, Jane Forté, Thomas K. Hitch, Eugene F. Irey, Marjorie C. Johnston, Toimi Kyllonen, Dorothy Martin, James E. Mendenhall, Paul W. Paustian, Carl Rexwad, William C. Van Deventer, John A. Waite, David P. Whitehill, Wesley Wiksell, Nesta L. Williams; **Stout Institute**, Frank L. Huntley; **Syracuse University**, Thomas J. McCormick; **Tarkio College**, Gerald E. Cole; **Temple University**, Frances B. Bowers, Vincent Jones; **University of Tennessee**, T. Levion Howard; **Agricultural and Mechanical College of Texas**, Samuel M. Greenberg, Kenneth Spaulding; **Texas State College for Women**, Elsie S. Jenison; **Texas Technological College**, Ray C. Mowery, J. D. Strickland, Thomas F. Wiesen; **University of Texas**, Clyde J. Garrett, Albert O. Singleton; **University of Toledo**, John H. Kempster; **Transylvania College**, Leonidas R. Dingus, Walter B. Greenwood, Winona S. Jones, J. L. Legget, George V. Moore, V. F. Payne, James M. Saunders, Harvey A. Wright; **Tulane University**, Lillian E. Reed, Mary F. Tenney; **United States Naval Academy**, Willard E. Bleick; **University of Utah**, Elmer R. Smith; **Vanderbilt University**, Edgar H. Duncan; **Medical College of Virginia**, Fritz J. von Gutfeld; **Virginia State College for Negroes**, Grace W. Carry, Everett F. Davies; **Washburn College**, Margaret O'Briant; **Central Washington College of Education**, Mabel T. Anderson; **State College of Washington**, Lucretia Battles, Anne Corcoran, Vera Greaves; **Washington University**, Oscar C. Orman; **University of Washington**, Henrietta M. Adams,

Thomas I. Cook, Ernest D. Engel, Forest J. Goodrich, James M. McConahey, Donald H. Mackenzie, Howard L. Nostrand, Rex J. Robinson; Wells College, Alan Downer, Florence McClure, Martin Scheerer; Wesleyan University, Paul B. Taylor; West Virginia University, Albert Abel; Westminster College (Pennsylvania), Walter Biberich, Russell N. Cansler, Edward A. Metcalf; Wheaton College (Massachusetts), Marion V. Hendrickson, Julia Jacoby, Hedda Korsch, Dorothy N. Pond; Williams College, A. E. Benfield, William H. Pierson, Jr., Francis R. Walton; University of Wisconsin, Russell W. Cumley, Margaret N. H'Doubler, Joseph O. Hirschfelder, Erwin R. Schmidt; University of Wyoming, Carl F. Arnold; Yankton College, Rosamond Burgi, Gregg M. Evans, Harry Savage.

Junior

University of Buffalo, James E. Peele; The City College (Commerce Center), Bart R. Panettiere; Colgate University, Cyrus R. Pangborn; Columbia University, Joseph C. Trainor; New York University, Richard Brun; Ohio State University, LeRoy C. Ferguson, Jack Matthews; Western Reserve University, Frederick S. Leutner; Williams College, James R. Hooper, Jr.; Charles F. Spiltoir, Jr.; Yale University, Alfred Levin; Not in Accredited Institutional Connection, Norman Green (Graduate work, Syracuse University), Shawnee, Okla.; Stuart Pratt (Mus.M., Syracuse University), Elon College, N. C.

Members Elected

The Committee on Admission of Members announces the election of 324 Active and 14 Junior Members as follows:

Active

Alabama College, John B. Knox; Alabama Polytechnic Institute, Charles A. Dilley; Allegheny College, Charles E. Irvin, Christine T. Schwartz; American University, Merritt C. Batchelder, Edward W. Engel, Frank T. Hoadley, Ludwig M. Homberger, John L. Nuelsen, Jr.; University of Arkansas, Walter S. Dyer; Atlanta University, Pearlie E. Reed; Baylor University, Cecil M. Burke, George T. Caldwell, Clayton Page, Carleton R. Treadwell; Berea College, William L. Tayler; Bowdoin College, Elbridge Sibley; Bowling Green State University, William C. Jordan, Edwin G. Knepper, Paul F. Muse, Orland M. Ritchie, Earl E. Smith, Elden T. Smith; California Institute of Technology, A. H. Sturtevant; University of California (Los Angeles), Claude Jones; Catholic University of America, Edmund Sergott; Centenary College of Louisiana, Ralph Squires, Ralph E. White; Central YMCA College, Robert J. Cooney, Lowell F. Huelster, George S. Speer, Donald C. Strickler; University of Chicago, Helena M. Gamer, Jacob Loft; University of Cincinnati,

Charles P. Hoffmann; Coe College, Alice B. Salter; Colgate University, Fenton Keyes; Connecticut College, Hanna Hafkesbrink, Marguerite Hanson; Cornell College, Ruth Messenger, Robert A. Warner; Cornell University, Morton C. Kahn; Denison University, Emil Beyer, Frederick C. Ward; DePauw University, Lester B. Sands; University of Detroit, C. Carroll Hollis, Bernard F. Landuyt, Anthony M. Lewis, John J. McNamara, Frederic C. Osenburg; Duke University, Thomas S. Berry; Duquesne University, John T. Farley, Alfred L. Golden; University of Florida, James L. Wilson; George Peabody College for Teachers, Charles S. Pendleton; Georgia School of Technology, William R. Bowden; Georgia Teachers College, Leslie W. Johnson; Guilford College, T. Ross Fink; Hahnemann Medical College, Heinrich Brieger, Harry M. Eberhard; Harvard University, Herrman L. Blumgart, George B. Wislocki; University of Hawaii, William T. Bryan; Hood College, Lucille M. Renneckar; University of Idaho (Southern Branch), Herman C. Forslund, Ethel E. Redfield; Illinois Institute of Technology, Harold W. Davey; Illinois State Normal University (Southern), Winifred Burns, Douglas E. Lawson, Lucy K. Woody; Indiana University, Claude R. Baker; Iowa State College, Charles B. Lipa, Arvid T. Lonseth, William A. Owens, Jr.; John McNeese Junior College, Kathleen Allums, Vestel C. Askew, Dolive Benoit, William H. Bradford, Francis G. Bulber, Miriam Callender, Miller B. Clarkson, Edwin H. Crews, N. Wayne Cusic, George W. Johnson, Clara L. Jones, William B. Nash, W. J. Oakley, Gertrude Palmer, Muriel C. Rogers, Ada M. Sabatier, Freda Scoggins, C. Fletcher Tuttle; Kansas State College, Leone Kell; Kansas State Teachers College (Pittsburg), Hazel Cave, S. Lucille Hatlestad, Edwin O. Price; University of Kansas, R. S. Howey, Joseph Taggart; Kent State University, George Betts, Virginia Harvey, Harlan M. Hungerford, John W. Kaiser, Edwin Lemert, Walter L. Simmons, Herbert W. Wilber, Harry D. Wolfe; University of Kentucky, Eston J. Asher, Sarah G. Blanding, Ruth B. Haugen, J. Eduardo Hernández, Leonard E. Meece, Vivien M. Palmer, Margaret M. Ratliff, Arthur T. Ringrose, Irwin T. Sanders, Blaine W. Schick; Lafayette College, William E. Reaser; Lincoln University (Missouri), Harold F. Lee; Louisiana State University, Philips J. Carter, Houston T. Karnes, John Palmer, Chalmer J. Roy, Harris G. Warren, John Wildman, Robert C. Yates; University of Louisville, William S. Bowmer, R. Arnold Griswold; Loyola University (Illinois), Wilbur R. Tweedy; McGill University, Frederick S. Howes; McKendree College, Mary H. Wright; MacMurray College for Women, Walter B. Hendrickson; Mary Washington College, Oscar H. Darter, Louis G. Locke, Mary E. McKenzie; Western Maryland College, Kathryn B. Hildebran, Edwin C. Mirise; Mason City Junior College, Loyal L. Minor; Michigan State Teachers College (Western), Floyd W. Moore; University of Michigan, Edwin Baker; Mills College, Daniel Dewey, Elizabeth Geen, Evelyn S. Little, Roi Partridge, David D. Rusk, Evaline Wright; University of Minnesota, Everett Laitala, Abe Pepinsky, Afif Tannous; Mississippi Southern College, Oliver V. Austin; University of Mississippi, Robert M. Moore; Missouri State Teachers College (Northwest), Wincie

A. Carruth, Reven S. DeJarnette, Eileen Elliott, Frederick T. Howard, Inez R. Lewis; Missouri State Teachers College (Southeast), Lilly B. Gehrs, G. Carl Schowengerdt; University of Missouri, Rodney M. Baine; Monmouth College, Dorothy Donald; Montana State Normal College, Marlin K. Farmer; Montana State University, Fred A. Barkley; Mount Holyoke College, Claude W. Barlow, Dorothy Cogswell, John W. Gardner, Valentine Giamatti, Charles D. Leedy, Knight McMahan, Jytte Muus, Henri Stegemeier, Virgil Toms, Helen Wheeler; Nebraska State Teachers College (Wayne), Roger P. Cuff; University of Nebraska, Oliver Collins, Cecil W. Scott, William Van Royen; New Mexico Normal University, Margaret Emberger; New Mexico State College, Leroy N. Berry, Robin L. Hunt, Luther E. Johnson; University of New Mexico, Ralph Tapy; New York Medical College, Otis Cope, Israel S. Kleiner; Agricultural and Technical College of North Carolina, Oscar J. Chapman; North Carolina State College, Theodore C. Brown; Woman's College of the University of North Carolina, George Anselm, Gaynell C. Spivey; Northwestern University, Homer C. Combs, Victor E. Smith; Oberlin College, J. Jeffery Auer, Ruth M. Lampson, Francis X. Roellinger, Leonard A. Stidley; Ohio University, Arthur H. Bickle, Carl Denbow, Franklin Potter, Marie Quick; Ohio Wesleyan University, Howard Jarratt, Natalie Shepard; University of Omaha, Guenndolyn Beeler, Frances M. Edwards; Oregon College of Education, Willis B. Merriam; Pennsylvania State Teachers College (Lock Haven), Allen D. Patterson; Pennsylvania State Teachers College (West Chester), C. Lloyd Mitchell, Hale Pickett; University of Pennsylvania, Henry C. Bazett, Edwin R. Helwig, Roderic D. Matthews, Olin E. Nelsen, I. S. Ravdin, Rudolf G. Schmieder, Robert M. Stabler; Woman's Medical College of Pennsylvania, Ruth N. Miller, Grace E. Wertemberger; Princeton University, Walter T. Stace; Purdue University, Richard Leibler; Queens College, Laura A. Tillett; Reed College, Marvin K. Opler; University of Rochester, Sherman C. Bishop, Dwight B. Ireland, William E. Kappauf, Katherine Lever, Robert E. Marshak, Robert J. Trayhern; Russell Sage College, Doris A. Fraser, Geneva Sayre; St. Louis University, Johann Mokre; St. Mary-of-the-Woods College, Mary E. Loughran, Jeanne Lyon; San Bernardino Junior College, Grace Baumgartner; San Diego State College, John R. Adams, Clarence G. Osborn; San Francisco State College, Edna Bock, Blanche Ellsworth, S. Ruth Witt-Diamant; Scripps College, William Manker; Shepherd State Teachers College, Sara H. Cree, Cletus D. Lowe; Shurtleff College, Carl A. Dauten; Simmons College, Wilfrid E. Playfair; University of South Dakota, Helen Cooledge, Warren M. Lee, Mary Lyle; Stanford University, Thomas Addis; Swarthmore College, Helen M. Campbell, Richard S. Crutchfield, Frank C. Pierson, Alfred J. Swan; Syracuse University, Caldwell B. Foos, Heberto Lacayo; Temple University, Patricia J. Collins; Agricultural and Mechanical College of Texas, A. P. McDonald, A. Doyle Reed, Simon Share, Dean W. Stebbins, William B. Whitney; Texas Christian University, Alvord L. Boeck, Josiah Combs, Haldeen Braddy, J. R. Maceo, L. T. Miller, Jr., Clifton Oliver, Jr.; Texas Technological College, L. Moffitt Cecil, Jr., James H. Cross; Uni-

versity of Texas, Abram Bergson, Charles T. Stone; Tulane University of Louisiana, Thomas T. Earle; Villanova College, Emile Amelotti, Edward L. Haenisch; Virginia State College for Negroes, Edna M. Colson, W. Alonzo Hamilton, Louise S. Hunter, Mary E. V. Hunter, James W. Redden, Walter N. Ridley, Joseph Trotter, Douglass R. Turner; Washburn College, Stanley Alexander; Washington College, Wilbur J. Robinson, Florence Snodgrass; Central Washington College of Education, Juanita Davies, Dorothy Dean, Helen M. Elworthy, Amanda Hebler, William T. Stephens, Margaret Stevenson, Alva E. Treadwell; State College of Washington, Lewis Buchanan, Delbert C. Miller; Washington University, Benjamin E. Youngdahl; Wellesley College, Esther Aberdeen, Cécile de Banke, Gabriella Bosano, Mary L. Coolidge, Howard Hiners, Marjorie H. Ilsley, Helen T. Jones, Edith Melcher, Virginia Onderdonk, Nicolette Pernot, T. Hayes Procter, Françoise Ruet; West Virginia State College, Muriel Fawcett, Robert E. King; West Virginia University, Julius Cohen; Westminster College (Pennsylvania), Harold J. Brennan, Donald O. Cameron, B. B. Holder, E. Donald Lawrence, Donald C. Matthews, Glenn J. Taylor; Willamette University, George M. McLeod, Murco Ringnalda; College of William and Mary (Williamsburg), Joseph McG. Bottkol, Albert L. Delisle, Lloyd A. Doughty, Edgar M. Foltin, Thomas Pinckney, Arthur H. Ross, Allan B. Sly; Winthrop College, Frank E. Harrison, Ernest Kanitz, Opal T. Rhodes; University of Wisconsin, Hans H. Reese; University of Wyoming, Mary Coughlin, Verne Varineau.

Transfers from Junior to Active

Dartmouth College, Henry L. Duncombe; Evansville College, Lucile Springer, Ida Stiller; Hofstra College, William H. Beckwith, Walter L. Wall, Roland L. Warren, Faith P. Williams; New Mexico State College, Marion P. Hardman; Queens College (New York), Arthur J. Bronstein, Beatrice Jacoby, Ruth Z. Temple; University of Wisconsin, Frederic G. Cassidy.

Junior

Kent State University, Raymond K. Moran; University of New Mexico, Edith S. Blessing, Alan Swallow; Rutgers University, A. Thomas Veltre; St. Mary-of-the-Woods College, Carrie B. Fish; Virginia State College for Negroes, Alfred O. Hosley, William R. Simms; Central Washington College of Education, Elizabeth Hosking, Fanchon M. Yeager; Washington University, Elbert L. Hooker; West Virginia University, James M. Wells; Not in Accredited Institutional Connection, Mary E. Jenkins (M.S., Pennsylvania State College), New Windsor, Md., Constance M. Syford (Graduate work, Yale University), Lincoln, Nebr.; William Waks (Graduate work, The City College, New York), New Windsor, Md.